

**University of Florida**  
**College of Public Health & Health Professions**  
**Department of Epidemiology Syllabus**  
**PHC 6932 Psychiatric Epidemiology Online Seminar Series**  
**(1 credit hour)**  
 Any semester  
 Delivery Format: Online  
 Canvas: <https://ufl.instructure.com/courses>

---

Instructor Name: Catherine Striley  
 Phone Number: 352-273-5359  
 Email Address: cstriley@ufl.edu Office  
 Hours: by arrangement Mailing  
 Address: Campus Box 100231  
 Gainesville, FL 32610-0231  
 FAX: 352-273-5365  
 Web: epidemiology.phhp.ufl.edu  
 Skype: socsmom  
 Preferred Course  
 Communications: Email or skype preferred

---

**Prerequisites**            None

---

## **PURPOSE AND OUTCOME**

### **Course Overview**

Through leaders in psychiatric epidemiology and other sub-fields of epidemiology, this online seminar series explores up-to-date epidemiology methods and findings and their application to mental health disorders and symptoms. Integrating readings, discussions and online lectures, students will learn how to apply epidemiological methods to the study of psychiatric topics. Lectures on relevant topics are included on a rotating basis. This course is a part of the Certificate of Psychiatric Epidemiology.

### **Course Objectives and/or Goals**

Through the seminar and discussion format, students will:

1. Analyze how new developments in methods in the field of epidemiology can be applied to the subfield of psychiatric epidemiology;
2. Formulate questions and study designs for their own investigation of topics in psychiatric epidemiology;
3. Demonstrate an understanding of research findings in descriptive and analytic epidemiology.

### **Instructional Methods Fully Online**

This course uses a mixture of technologies to help you maximize your learning. Students are given reading assignments, which should be completed prior to watching prerecorded and/or live lectures online, and respond to the content, with peers, using other online technologies. The instructor will respond to online posts with follow-up questions and/or comments for additional response. Students are required to respond to comments posted by other students.

Students are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all reading assignments and out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live or online class sessions. If you are not prepared for the lecture sessions, you may struggle to keep pace with the activities occurring in the sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the online discussions. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

## DESCRIPTION OF COURSE CONTENT

Note that each topic last for two weeks. During the first week, you are responsible for looking up the CV of the speaker, reviewing their biography. With whom did they study? With whom do they currently conduct research? What is their training? Consider the bulk of their research. Identify the most important papers they have published and consider their projects/studies. Be prepared to discuss who they are, what they have done and how they fit in the world of psychiatric epidemiology. This preparation is expected to take at least 2 hours before each topic.

### Topical Outline/Course Schedule

Week	Date(s)	Topic(s) (EXAMPLES ONLY – CHANGES FROM SEMESTER TO SEMESTER)	Readings
1 - 2	No specific date; Watch posted video.	Eric Caine, MD. John Romano Professor and Chair, University of Rochester Medical Center Department of Psychiatry, and Co-Director of the Center for the Study and Prevention of Suicide (CSPS). “Suicide Prevention is a Winnable Battle if....” September 3, 2015: <a href="https://mediasite.video.ufl.edu/Mediasite/Play/6765ef34d5594a85b02b5f6da9e14dd41d">https://mediasite.video.ufl.edu/Mediasite/Play/6765ef34d5594a85b02b5f6da9e14dd41d</a>	CV; Peña JB, Masyn KE, Thorpe LE, Peña SM, Caine ED. A Cross-National Comparison of Suicide Attempts, Drug Use, and Depressed Mood Among Dominican Youth. <i>Suicide Life Threat Behav.</i> 2016 Jun;46(3):301-12. doi: 10.1111/sltb.12189. Epub 2015 Sep 20. PMID: 26388301 Chan CH, Caine ED, Chang SS, Lee WJ, Cha ES, Yip PS. The impact of improving suicide death classification in South Korea: a comparison with Japan and Hong Kong. <i>PLoS One.</i> 2015;10(5):e0125730. Rockett IRH, Smith GS, Caine ED, et al. Confronting death from drug self-intoxication (DDSI): prevention through a better definition. <i>Am J Public Health.</i> 2014;104(12):e49-e55.
3 - 4	No specific date; Watch posted video	Dr. Gwendolyn Quinn Professor, Morsani College of Medicine at the University of South Florida, Senior Member and Director of the Survey Methods Core at the H. Lee Moffitt Cancer Center and Research Institute, Director of the National Training Collaborative for Social Marketing, a cooperative venture of the Centers for Disease Control and Prevention (CDC) and the American Association of Medical Colleges (AAMC). “The Role of Social Marketing in Cancer Behavioral Research.” October 1, 2015. <a href="https://mediasite.video.ufl.edu/M">https://mediasite.video.ufl.edu/M</a>	CV; Quinn GP, Sanchez JA, Sutton SK, Vadaparampil ST, Nguyen GT, Green BL, Kanetsky PA, Schabath MB. Cancer and lesbian, gay, bisexual, transgender/transsexual, and queer/questioning (LGBTQ) populations. <i>CA-Cancer J Clin.</i> 2015 Sep;65(5):384-400. Pubmedid: 26186412. Pmcid: PMC4609168. Quinn GP, Winfield B, Sutton SK, Breen S, Canales J, Shetty G, Sehovic I, Green BL, Schabath MB. Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ) Perceptions and Health Care Experiences. <i>J Gay Lesbian Soc Serv.</i> 2015 Jul;27(2):246-261. Shetty G, Sanchez JA, Lancaster JM, Wilson LE, Quinn GP, Schabath MB. Oncology healthcare providers' knowledge, attitudes, and practice behaviors regarding LGBT health. <i>Patient Educ Couns.</i> 2016 May. Pubmedid: 27161166.

Week	Date(s)	Topic(s) (EXAMPLES ONLY – CHANGES FROM SEMESTER TO SEMESTER)	Readings
5 - 6	No specific date; Watch posted video	George Howard, DrPH, Professor Biostatistics, University of Alabama, Birmingham; Seeking the causes of the racial (and geographic) differences in stroke mortality, Thursday November 12, 2015 <a href="https://mediasite.video.ufl.edu/Mediasite/Play/a463c9cc4da14be4936e373ed0bdaae41d">https://mediasite.video.ufl.edu/Mediasite/Play/a463c9cc4da14be4936e373ed0bdaae41d</a>	CV; Howard G, Cushman M, Kissela BM, Kleindorfer DO, McClure LA, Safford MM, Rhodes JD, Soliman EZ, Moy CS, Judd SE, Howard VJ; REasons for Geographic And Racial Differences in Stroke (REGARDS) Investigators. Traditional risk factors as the underlying cause of racial disparities in stroke: lessons from the half-full (empty?) glass. Stroke. 2011 Dec;42(12):3369-75. doi: 10.1161/STROKEAHA.111.625277. Epub 2011 Sep 29. Thacker EL, Soliman EZ, Pulley L, Safford MM, Howard G, Howard VJ. Investigation of selection bias in the association of race with prevalent atrial fibrillation in a national cohort study: REasons for Geographic And Racial Differences in Stroke (REGARDS). Ann Epidemiol. 2016 Jul 13. pii: S1047-2797(16)30196-X. doi: 10.1016/j.annepidem.2016.06.012. [Epub ahead of print]. PMID: 27480477
7 -8	No specific date; Watch posted video	Jinying Zhao, MD, PhD Faculty Candidate, Professor of Epidemiology, Tulane University. (Currently Professor of Epidemiology, University of Florida). "An Integrated Multi-Omics Approach To Identify Novel Biomarkers For Human Complex Diseases." April 19, 2016.	CV; Zhang M, An Q, Yeh F, Zhang Y, Howard BV, Lee ET, Zhao J. Smoking-attributable mortality in American Indians: findings from the Strong Heart Study. Eur J Epidemiol. 2015 Jul;30(7):553-61. doi: 10.1007/s10654-015-0031-8. Epub 2015 May 13. PMID: 25968176 Zhao Q, Zhu Y, Best LG, Umans JG, Uppal K, Tran VT, Jones DP, Lee ET, Howard BV, Zhao J. Metabolic Profiles of Obesity in American Indians: The Strong Heart Family Study. PLoS One. 2016 Jul 19;11(7):e0159548. doi:0.1371/journal.pone.0159548. eCollection 2016. PMID: 27434237
9 - 10	No specific date; Watch posted video	Jane Maxwell, PhD Research Professor, Addiction Research Institute, School of Social Work, The University of Texas at Austin "Barefoot Epidemiology." April 2, 2015.	CV; Maxwell JC, Mendelson B. What Do We Know Now About the Impact of the Laws Related to Marijuana? J Addict Med. 2016 Jan-Feb;10(1):3-12. doi: 10.1097/ADM.0000000000000188. Walker R, Maxwell JC, Adinoff B, Carmody T, Coton CE, Tirado CF. Characteristics of Mexican and Mexican American adolescents in treatment for "cheese" heroin use. J Ethn Subst Abuse. 2014;13(3):258-72. doi: 10.1080/15332640.2014.883582. Maxwell JC. Psychoactive substances--some new, some old: a scan of the situation in the U.S. Drug Alcohol Depend. 2014 Jan 1;134:71-7. doi: 10.1016/j.drugalcdep.2013.09.011. Epub 2013 Sep 26.

Week	Date(s)	Topic(s) (EXAMPLES ONLY – CHANGES FROM SEMESTER TO SEMESTER)	Readings
10 - 11	No specific date; Watch posted video	Sanjeev Jain, MD Professor of Psychiatry and Major Foreign Collaborator, Fogarty Indo-US Training Program, Department of Psychiatry, NIMH and Neuro Sciences, Bangalore, India “Psychiatry in India: Past History and Present Status.” May 20, 2015.	CV; Sarin A, Jain S. On "standing alongside the patient in his difficulties" or the privileging of the historical. Indian J Psychiatry. 2014 Jul;56(3):213-4. doi: 10.4103/0019-5545.140614. van Ginneken N, Jain S, Patel V, Berridge V. The development of mental health services within primary care in India: learning from oral history. Int J Ment Health Syst. 2014 Jul 16;8:30. doi: 10.1186/1752-4458-8-30. eCollection 2014. Jajodia A, Kaur H, Kumari K, Kanojia N, Gupta M, Baghel R, Sood M, Jain S, Chadda RK, Kukreti R. Evaluation of genetic association of neurodevelopment and neuroimmunological genes with antipsychotic treatment response in schizophrenia in Indian populations. Mol Genet Genomic Med. 2015 Aug 9;4(1):18-27. doi: 10.1002/mgg3.169. eCollection 2016 Jan.
12- 13	No specific date; Watch posted video	Michael G. Perri, PhD Dean, College of Public Health and Health Professions, University of Florida. “Obesity in Rural America: Addressing the Challenges of Treatment, Dissemination and Implementation.” July 7, 2016 <a href="https://mediasite.video.ufl.edu/Mediasite/Play/c7e498a68e4740ec941954fad0b684031d">https://mediasite.video.ufl.edu/Mediasite/Play/c7e498a68e4740ec941954fad0b684031d</a>	Melvin CL, Corbie-Smith G, Kumanyika SK, Pratt CA, Nelson C, Walker ER, Ammerman A, Ayala GX, Best LG, Cherrington AL, Economos CD, Green LW, Harman J, Hooker SP, Murray DM, Perri MG, Ricketts TC; Workshop Working Group on CVD Prevention in High-Risk Rural Communities. Developing a research agenda for cardiovascular disease prevention in high-risk rural communities. Am J Public Health. 2013 Jun;103(6):1011-21. doi: 10.2105/AJPH.2012.300984. Epub 2013 Apr 18. Nackers LM, Dubyak PJ, Lu X, Anton SD, Dutton GR, Perri MG. Group dynamics are associated with weight loss in the behavioral treatment of obesity. Obesity (Silver Spring). 2015 Aug;23(8):1563-9. doi: 10.1002/oby.21148. Epub 2015 Jul 14. MacLean PS, Wing RR, Davidson T, Epstein L, Goodpaster B, Hall KD, Levin BE, Perri MG, Rolls BJ, Rosenbaum M, Rothman AJ, Ryan D. NIH working group report: Innovative research to improve maintenance of weight loss. Obesity (Silver Spring). 2015 Jan;23(1):7-15. doi: 10.1002/oby.20967. Epub 2014 Dec 2. Review.
14-15	No specific date	TBA	CV; Readings from speakers current research
16 (depending on semester)		Open discussions using class web page	Additional readings will be assigned based on discussions throughout the semester.

## Course Materials and Technology

Course requires the ability to connect with the internet and the bandwidth to stream video content, access web pages, and provide messages and video responses.

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

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

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments and Grading

#### Assignments

Students are responsible for reading course material including the CVs of speakers, watching the pre-recorded or live online lectures, posting at least 3 comments in response to the lecture and posting at least one response to other posting in the 2 week “open period” shown above for each topical area. The instructor will provide feedback for the quality of participation for each topical area in the form of a summative evaluation on timeliness and critical analysis each topical section.

#### Grading

	Timely	Quality of Comment	Sufficiency (3 posts; 1 response minimum)	Total Points Per Session
Session 1-2	1 point	1 point	1 point	3
Session 3-4	1 point	1 point	1 point	3
Session 5-6	1 point	1 point	1 point	3
Session 7-8	1 point	1 point	1 point	3
Session 9-10	1 point	1 point	1 point	3
Session 11-12	1 point	1 point	1 point	3
Session 13-14	1 point	1 point	1 point	3
Session 15-16	1 point	1 point	1 point	3
<b>All sessions-Totals</b>	<b>8 Total</b>	<b>8 Total</b>	<b>8 Total</b>	<b>24 Total</b>

Quality of participation will be graded pass, given

- 1 point, for timeliness, postings occur during 2 week period for topic
- 1 point, that student clearly communicates critical thinking
- 1 point, that posted the required minimum, 3 posts plus 1 response to another post

Student must achieve 3 points for each two-week open period. Students with a failing assignment will be asked to remediate their participation by responding to at least 3 other posts with thoughtful and critical analyses, earning 2 points to replace the 1 point not given for timeliness. Students will be allowed no more than two opportunities for remediating their participation in the topical areas.

Remediation-Up to 2 times	0 (can't be timely)	Quality: 2 points	Sufficiency: 1 points	Total points per Remediation: 3
---------------------------	---------------------	-------------------	-----------------------	---------------------------------

Students must receive a passing grade (3 points) for each of the topical areas of the course (after possible remediation as noted above) for a total of 24 points to receive a grade of satisfactory. Failure to reach 24 points following remediation will result in an unsatisfactory grade.

Grading for this course is S (satisfactory) or U (unsatisfactory). Grades earned under the S-U option do not carry grade point values and are not computed in the University of Florida grade point average. Courses

with a grade of S will count as credits earned in a degree program. Such grades are included in your permanent academic record and are reflected on the transcript.

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

It is possible to receive an incomplete (I) grade with instructor permission for unforeseen circumstances at instructor discretion.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

#### **Policy Related to Make up Exams or Other Work**

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

#### **Policy Related to Required Class Attendance**

This is an asynchronous online course. Attendance for at least an hour of on-line time is expected after watching the lecture and during each two week period to post comments and to read and respond to the comments of your peers.

Please note 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**

Together, we will create a functional learning community. Watch the whole lectures. Make notes. Think about what question you want to ask. You are also expected to look up some of the speaker's research. Plan your time to allow you to read at least one article before you watch the lecture and post comments or questions. Read each other's posts; comment on them. Be prompt in doing so (within the two week period).

#### **Communication Guidelines**

All email messages, threaded discussions, chats, and online collaborations should be conducted meeting professional standards. Please be as specific as possible in your comments. (An Odds Ratio of 10.6 vs. large, for instance). Do not use ad hominem arguments. Be kind and responsible

Refer to these Netiquette Guidelines for further guidance on appropriate comments:

<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

#### **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://gradschool.ufl.edu/students/introduction.html>

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/>. I put these comments to use to improve the course for your fellow students, so please help me know how to do so. In addition, please note that these comments and scores have a direct impact on faculty tenure and promotion.

## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. 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 make sure you provide this letter to me by the end of the second week of the course. 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 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.
- Crisis intervention is available 24/7 from these US resources. Use the Country Code 01: Alachua County Crisis Line 1-352-264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.asp>  
X
- National Suicide Hotline 1-800-SUICIDE (1-800-784-2433)
- National Suicide Prevention Lifeline 1-800-273-TALK (1-800-273-8255)
- Rumor Control 1-352-264-6557

Do not wait until you reach a crisis to 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.