

University of Florida
College of Public Health & Health Professions
Department of Epidemiology Syllabus
PHC 6932 Special Topics in Public Health-Psychiatry Grand Rounds (1 credit hour)
 Fall 2020
 Delivery Format: Online
 Canvas: <https://ufl.instructure.com/courses>

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 Preferred Course Communications: Email preferred

Prerequisites *Enrollment in the CPE or permission of the instructor*

PURPOSE AND OUTCOME

Course Overview

This course helps to further the aim of the certificate program, which is that "Students will exhibit competency in psychiatric epidemiology study design, psychiatric assessments, epidemiological methods applied to mental and behavioral health, and interpretation of findings of psychiatric epidemiology studies" through responding to presented models, methods and findings from leaders in the field of epidemiology.

Course Objectives and/or Goals

Through the seminar and discussion format, students will:

1. Outline methodological and conceptual issues in the subfield of psychiatric epidemiology.
2. Analyze psychiatric epidemiological methods, including common problems with case definitions and intervention elements.
3. Apply findings from descriptive and analytic epidemiology of major mental and substance use disorders to develop ideas for future studies.

Instructional Methods Fully Online.

This course uses a mixture of technologies to help you maximize your learning. You will watch prerecorded and/or live lectures online, and respond to the content, with your peers, using other online technologies.

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

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Readings
1 – 2	Aug 31 start date	CDC Grand Rounds: Preventing Excessive Alcohol Use: What Public Health Can Do. https://www.youtube.com/watch?v=lqgKTa_C-Q&t=75s Various speakers.	Linden-Carmichael AN, Lanza ST. Drinking Patterns of College- and Non-College-Attending Young Adults: Is High-Intensity Drinking Only a College Phenomenon? <i>Subst Use Misuse</i> . 2018 Nov 10;53(13):2157-2164. doi: 10.1080/10826084.2018.1461224. Epub 2018 Apr 19.
3 – 4	Sep't 8 start date	Psychiatry Grand Rounds: Stigma and Culture April 6, 2018 Michelle Jacobs-Elliott, MD, Assistant Professor Department of Psychiatry, University of Florida College of Medicine Andres J. Pumariega, MD, Professor and Chief of the Child and Adolescent Division Department of Psychiatry, University of Florida College of Medicine https://cme.ufl.edu/psychiatry-grand-rounds-stigma-and-culture/ (sign in – but don't take CME test. Check N/A for license and other for qualifications)	Mejia-Lancheros C, Lachaud J, O'Campo P, et al. Trajectories and mental health-related predictors of perceived discrimination and stigma among homeless adults with mental illness. <i>PLoS One</i> . 2020;15(2):e0229385. Published 2020 Feb 27. doi:10.1371/journal.pone.0229385
5 – 6	Sep;t 21 start date	Psychiatry Grand Rounds: CBT for Suicidal Patients. Applying the evidence in Clinical Practice. Donna M. Sudak, MD, Professor and Vice Chair for Education in the Department of Psychiatry Drexel University College of Medicine and Beck Institute for Cognitive Behavior Therapy https://cme.ufl.edu/psychiatry-grand-rounds-cbt-for-suicide/ (sign in – but don't take CME test. Check N/A for license and other for qualifications)	Miller IW, Camargo CA Jr, Arias SA, et al; ED-SAFE Investigators. Suicide prevention in an emergency department population: the ED-SAFE study. <i>JAMA Psychiatry</i> . 2017;74:563-570. Stanley B, Brown GK, Brenner LA, et al. Comparison of the safety planning intervention with follow-up vs usual care of suicidal patients treated in the emergency department. <i>JAMA Psychiatry</i> . 2018;75:894-900.
7 -8	Oct. 5 start date	"Bupernorphine" William Hollifield, M.D. Assistant Professor Department of Psychiatry University of Florida College of Medicine, Addiction and Pain Specialist. November 17, 2017. https://psychiatry.ufl.edu/education/online-credit-for-cme-lectures/	Adewumi AD, Hollingworth SA, Maravilla JC, Connor JP, Alati R. Prescribed Dose of Opioids and Overdose: A Systematic Review and Meta-Analysis of Unintentional Prescription Opioid Overdose. <i>CNS Drugs</i> . 2018 Feb;32(2):101-116. doi: 10.1007/s40263-018-0499-3.
9 – 10	Oct. 19 start date	"Treating the High Risk College Student" Marcia Morris, MD Associate Professor Department of Psychiatry University of Florida College of Medicine April 12, 2019 https://cme.ufl.edu/psychiatry-grand-rounds-treating-the-high-risk-college-student/	Gender Minority Mental Health in the U.S.: Results of a National Survey on College Campuses. Lipson SK, Raifman J, Abelson S, Reisner SL. <i>Am J Prev Med</i> . 2019 Sep;57(3):293-301. doi: 10.1016/j.amepre.2019.04.025

Week	Date(s)	Topic(s)	Readings
11 -12	Nov.2 start date	<p>"Mental Health and Rural America – Challenges and Opportunities" National Institute of Mental Health (NIMH) Published on May 22, 2019 Dennis Mohatt, M.A. Vice President Behavioral Health, Mental Health Program Western Interstate Commission for Higher Education (WICHE) Roberto A. Delgado Jr., Ph.D. Program Chief, Rural Mental Health Research Office for Research on Disparities and Global Mental Health, NIMH Office of Rural Mental Health https://www.youtube.com/watch?v=ewHrW2IFJ68</p>	<p>Wu YT, Prina AM, Jones A, Barnes LE, Matthews FE, Brayne C; MRC CFAS Micro-scale environment and mental health in later life: Results from the Cognitive Function and Ageing Study II (CFAS II). J Affect Disord. 2017 Aug 15;218:359-364. doi: 10.1016/j.jad.2017.05.001. Epub 2017 May 5.</p>
13 -14	Nov. 16 start date	<p>"Ribicoff Lecture: Psychiatric Genomic Findings: Diagnostic and Therapeutic Implications" Yale Psychiatry Grand Rounds: May 10, 2019 Patrick Sullivan, MD, FRANZCP, Yeagen Distinguished Professor of Psychiatry and Genetics; Director, Center for Psychiatric Genomics, University of North Carolina School of Medicine: https://medicine.yale.edu/psychiatry/education/grand/2019/0510/</p>	<p>Sullivan PF, Agrawal A, Bulik CM, et al. Psychiatric Genomics: An Update and an Agenda. Am J Psychiatry. 2018;175(1):15-27. doi:10.1176/appi.ajp.2017.17030283</p>
15 +	Dec. 1 start date	Open discussions using class web page	

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

ACADEMIC REQUIREMENTS AND GRADING

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

All sessions-Totals	8 Total	8 Total	8 Total	24 Total
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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
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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.

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 at some time during each two week period is required to post comments and to read 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 professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Policy Related to Guests Attending Class

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm>

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.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu