

University of Florida
College of Public Health & Health Professions
Department of Epidemiology Syllabus
PHC 6939 CPE Psychiatric Grand Rounds (1 credit hour)
Fall 2018
Delivery Format: Online
Canvas: <https://ufl.instructure.com/courses>

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Preferred Course
Communications: Email or skype preferred

Prerequisites *Enrollment in the CPE or instructor permission*

PURPOSE AND OUTCOME

Course Overview

Through leaders in the field of psychiatry and other mental health-related fields, this course explores how psychiatric disorders are investigated using epidemiology methods. Integrating readings, discussions and online lectures, students will understand how to integrate psychiatric topics into epidemiological research. Online 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 be able to:

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 fully online course uses reading assignments, completed prior to lectures, and prerecorded online lectures online, as well as discussion posts to teach content. Students are expected to actively engage in the course throughout the semester. This includes reading and understanding each speakers' training and prior work, This reading will prepare you to maximize your learning through the lecture; it will also provide knowledge needed to engage in higher levels of analysis that will be the basis of your posting online. To develop a learning cohort, you must also respond to your peer's posts. This 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 lasts 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 psychiatry. This preparation is expected to take at least 2 hours before each topic.

Topical Outline/Course Schedule – Rotating Topics

Week	Date(s)	Topic(s)	Readings
1 - 2	No specific date	Carol Boyd PhD, MSW, FARN, Deborah J Oakley Collegiate Professor, Nursing Research Professor, University of Michigan Addiction Research Center, Department of Psychiatry “Prescription Drug Abuse and Adolescence” 11/21/2014 https://mediasite.video.ufl.edu/Mediasite/Play/5187400f91cb43e48360df11358dec181d	Lasopa CV; Lasopa SO, Striley CW, Cottler LB. Diversion of prescription stimulant drugs among 10-18-year-olds. <i>Curr Opin Psychiatry</i> . 2015 Jul;28(4):292-8. doi: 10.1097/YCO.000000000000172. PMID: 26001920
3 - 4	No specific date	Carlos A. Zarate, Jr., M.D. Chief Experimental Therapeutics & Pathophysiology Branch & Section Neurobiology and Treatment of Mood Disorders Division of Intramural Research Program; National Institute of Mental Health “An Update on the Treatment and Research of Treatment-Resistant Depression and Bipolar Disorder” March 21, 2014 https://mediasite.video.ufl.edu/Mediasite/Play/79ea83b102234b7d854fdd0f78b559841d	Zarate CV; Souery D, Papakostas GI, Trivedi MH. Treatment-Resistant Depression. <i>J Clin Psychiatry</i> , 2006;67[suppl 6]:16-22.
5 - 6	No specific date	Bruce Cuthbert, PhD “Research Domain Criteria – Toward Future Diagnosis and Treatment for Mental Disorders” October 28, 2016 Bruce Cuthbert, PhD Director, Research Domain Criteria (RDoC) Unit National Institute of Mental Health https://psychiatry.ufl.edu/education/online-credit-for-cme-lectures/	Clark LA, Cuthbert B, Lewis-Fernández R, Narrow WE, Reed GM. Three Approaches to Understanding and Classifying Mental Disorder: ICD-11, DSM-5, and the National Institute of Mental Health's Research Domain Criteria (RDoC). <i>Psychol Sci Public Interest</i> . 2017 Sep;18(2):72-145. doi: 10.1177/1529100617727266. http://journals.sagepub.com/doi/pdf/10.1177/1529100617727266
7 - 8	No specific date	Audio File: http://www.cbc.ca/player/play/2667697366/ This radio interview of Psychiatric Epidemiologist Jane Murphy on the landmark Stirling County Study is worth listening to!	Available under “files”. Murphy JM, Gilman SE, Lesage A, et al. Time Trends in Mortality Associated with Depression: Findings from the Stirling County Study. <i>Canadian journal of psychiatry Revue canadienne de psychiatrie</i> . 2010;55(12):776-783.
9 - 10	No specific date	TBA-Based on contemporary psychiatric epidemiology issues, Seminars from psychiatric experts will be chosen for the session.	CV; Readings from speakers current research
10 - 11	No specific date	TBA-Based on contemporary psychiatric epidemiology issues, Seminars from psychiatric experts will be chosen for the session.	CV; Readings from speakers current research

Week	Date(s)	Topic(s)	Readings
12-13	No specific date	TBA-Based on contemporary psychiatric epidemiology issues, Seminars from psychiatric experts will be chosen for the session.	CV; Readings from speakers current research
14 - 15	No specific date	TBA-Based on contemporary psychiatric epidemiology issues, Seminars from psychiatric experts will be chosen for the session.	CV; Readings from speakers current research
16	No specific date	Open discussions using class web page	Readings will be assigned based on class discussions and lectures

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

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

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.

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

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, posting again to respond to their or instructor's postings.

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.
- Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.
- 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.aspx>
- 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.
