

University of Florida
College of Public Health & Health Professions
Department of Epidemiology Syllabus
PHC 6939 CPE Psychiatric Grand Rounds (1 credit hour)
 Fall 2020
 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 NOTE – SUBJECT TO CHANGE WITH ADVANCED NOTICE

Week	Date(s)	Topic(s)	Readings
1 – 2	Aug 31 start date	“Complex Psychiatric Cases: Diagnosis and Treatment.” Columbia University Medical Center and New York Presbyterian Hospital https://www.youtube.com/watch?v=R3XpdrE8dpw	Choose to read a research paper from one of the psychiatrists who presents, relevant to your interest
3 – 4	Sep’t 8 start date	“Prescription Drug Abuse and Adolescence” Carol Boyd PhD, MSW, FARN, Deborah J Oakley Collegiate Professor, Nursing Research Professor, University of Michigan Addiction Research Center, Department of Psychiatry 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.0000000000000172. PMID: 26001920
5 – 6	Sep;t 21 start date	Musings on Epidemiology & Mental Health over the Last 40 Years. 2013 Herman A. Tyroler Distinguished Alumni Award Recipient, Kathryn M. Magruder, PhD, Professor, Department of Psychiatry & Behavioral Sciences; Director, Office of Research Integrity; Medical University of South Carolina. Wednesday, October 1, 2014, Tate-Turner-Kuralt auditorium Sponsored by the Department of Epidemiology Alumni Association, UNC Gillings School of Global Public Health (1 st half) https://www.youtube.com/watch?v=oiRoUZoBkA0 (2 ND half) https://www.youtube.com/watch?v=LVKyk8qu1c	Magruder KM, Goldberg J, Forsberg CW, Friedman MJ, Litz BT, Vaccarino V, Heagerty PJ, Gleason TC, Huang GD, Smith NL. Long-Term Trajectories of PTSD in Vietnam-Era Veterans: The Course and Consequences of PTSD in Twins. <i>J Trauma Stress</i> . 2016 Feb;29(1):5-16. doi: 10.1002/jts.22075. Epub 2016 Jan 13.
7 -8	Oct. 5 start 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

Week	Date(s)	Topic(s)	Readings
9 – 10	Oct. 19 start date	NIMH: Future Directions in Psychiatric Epidemiology. A Stockholm Psychiatry Lecture held September 2 2010. Dr. Kathleen Ries Merikangas is Senior Investigator and Chief of the Genetic Epidemiology Research Branch in the Intramural Research Program at the National Institute of Mental Health (NIMH). Merikangas received a bachelor's degree summa cum laude in experimental psychology and music from the University of Notre Dame. Lecture from the Stockholm Center for Psychiatry Research and Education, Karolinska Institutet (http://www.ki.se/cns). https://www.youtube.com/watch?v=1B4wiAiwZjk&t=107s	Lifetime prevalence of mental disorders in U.S. adolescents: results from the National Comorbidity Survey Replication-Adolescent Supplement (NCS-A). Merikangas KR, He JP, Burstein M, Swanson SA, Avenevoli S, Cui L, Benjet C, Georgiades K, Swendsen J. J Am Acad Child Adolesc Psychiatry. 2010 Oct;49(10):980-9. doi: 10.1016/j.jaac.2010.05.017. Epub 2010 Jul 31. PMID: 20855043.
11 - 12	Nov.2 start date	Dr. Denise Wifley, Professor, Washington University School of Medicine, Department of Psychiatry. Childhood Obesity lecture. https://www.youtube.com/watch?v=CS8-3olYvF4	Denise E. Wifley, PhD; Brian E. Saelens, PhD; Richard I. Stein, PhD; John R. Best, PhD; Rachel P. Kolko, PhD; Kenneth B. Schechtman, PhD; Michael Wallendorf, PhD; R. Robinson Welch, PhD; Michael G. Perri, PhD; Leonard H. Epstein, PhD IMPORTANCE Dose, Content, and Mediators of Family-Based Treatment for Childhood Obesity A Multisite Randomized Clinical Trial. JAMA Pediatr. 2017;171(12):1151-1159. doi:10.1001/jamapediatrics.2017.2960
13 - 14	Nov. 16 start date	National Institute of Mental Health, Office for Research on Disparities and Global Mental Health, 2018 Webinar Series. Multilevel Interventions: State of the Science in Global Mental Health. Dr. Bryan Weiner and Dr. Shannon Dorsey from the University of Washington. https://www.nimh.nih.gov/news/media/2018/multilevel-interventions-state-of-the-science-in-global-mental-health.shtml	CV; Weiner BJ, Lewis MA, Clauser SB, Stitzenberg KB. In search of synergy: strategies for combining interventions at multiple levels. J Natl Cancer Inst Monogr. 2012 May;2012(44):34-41. doi: 10.1093/jncimonographs/lgs001.
15 +	Dec. 1 start date	A Stockholm Psychiatry Lecture given April 28 2015 at Karolinska Institutet by Professor Andrew Skodol, University of Arizona in Tucson. https://www.youtube.com/watch?v=4mgifm3ftl8	Conway CC, Forbes MK, Forbush KT, Fried EI, Hallquist MN, Kotov R, et al. A Hierarchical Taxonomy of Psychopathology Can Transform Mental Health Research. Perspect Psychol Sci. 2019 May;14(3):419-436. doi: 10.1177/1745691618810696. Epub 2019 Mar 7.

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 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.php.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
