

University of Florida
College of Public Health & Health Professions
Department of Epidemiology Syllabus
PHC 6939 Psychiatric Epidemiology Grand Rounds (1 credit hour)
 Spring 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***

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	No specific date	<p>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</p>	<p>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</p>
3 - 4	No specific date	<p>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</p>	<p>Souery D, Papakostas GI, Trivedi MH. Treatment-Resistant Depression. <i>J Clin Psychiatry</i>, 2006;67[suppl 6]:16-22.</p>
5 - 6	No specific date	<p>Kleinman A. Esther and Sidney Rabb Professor in the Department of Anthropology, Harvard University; and Professor of Medical Anthropology in Global Health and Social Medicine and Professor of Psychiatry, Harvard Medical School Yale Global Health Program Lecture: "Global Mental Health: Where we are Today and Where we are Headed" March 6, 2015 http://medicine.yale.edu/psychiatry/education/grand/</p>	<p>McGovern P. Why should mental health have a place in the post- 2015 global health agenda? <i>International Journal of Mental Health Systems</i>, 2014; 8:38. doi:10.1186/1752-4458-8-38 http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4252991/pdf/13033_2014_Article_208.pdf Collins PY, Patel V, Joestl SS, et a Grand challenges in global mental health. <i>Nature</i> 475; 27–30 (07 July 2011) doi:10.1038/475027a http://www.nature.com/nature/journal/v475/n7354/full/475027a.html</p>
7 - 8	No specific date	<p>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!</p>	<p>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.</p>

Week	Date(s)	Topic(s)	Readings
9 - 10	No specific date	<p>Almut G. Winestein, PhD Professor & Chair, Department of Psychiatry University of Florida</p> <p>Tandon Rajiv, MD Executive Vice-Chair and Professor, Department of Psychiatry University of Florida</p> <p>Scott A. Teielbaum, MD, FAAP, DFASM Professor and Vice Chair, Department of Psychiatry University of Florida</p> <p>William Green, MD Assistant Professor, Department of Psychiatry University of Florida</p> <p>“Medical Marijuana: Just the Facts” January 27, 2017 http://cme.ufl.edu/ed/self-study/psychiatry/%20psychiatry-grand-rounds-medical-marijuana%20/</p>	
10 -11	No specific date	<p>Bruce Cuthbert., M.D. Director, Research Domain Criteria(RDoC) Unit; National Institute of Mental Health “Research Domain Criteria – Toward Future Diagnosis and Treatment for Mental Disorders” October 28, 2016 https://reg.distance.ufl.edu/reg/Activity/Details/5d7b9838d9ca469db22dc83dde045887</p>	<p>Clark LA, Cuthbert B, Lewis-Fernandez 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). Psychol Sci Public Interest. 2017; 18(2):72-145.</p>
12 +		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

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Prereading as shown by preparatory material for	Due after each discussion	15%

discussion		
Bi-weekly discussion with professor graded by rubric shown	Due after each discussion	35%
Bi-weekly papers due subsequent to each discussion	Due after each discussion	50%

Grading for this course is S (satisfactory) or U (unsatisfactory). **A grade of S is equal to a C (2.0) or better.** 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://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 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 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.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.
