

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 2022
 Delivery Format: Online
 Canvas: <https://ufl.instructure.com/courses>

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 Preferred Course Communications: Email, zoom or phone 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 24 start date	Transforming Mental Health Globally. Dr. Vikram Patel, PHHP Research Day Keynote Speech 2021. https://vimeo.com/515859419 or https://research.phhp.ufl.edu/welcome-from-the-senior-associate-dean-for-research/phhp-research-day/phhp-research-day-2021/ (His lecture is about halfway down the site)	Vikram Patel Harvard T.H. Chan School of Public Health Patel AR, Weobong B, Patel VH, Singla DR. Psychological treatments for depression among women experiencing intimate partner violence: findings from a randomized controlled trial for behavioral activation in Goa, India. Arch Womens Ment Health. 2019;22(6):779-789. doi:10.1007/s00737-019-00992-2 Patel V, Farmer PE. The moral case for global mental health delivery. Lancet. 2020;395(10218):108-109. doi:10.1016/S0140-6736(19)33149-6
3 – 4	Sep't 7 start date	TEDxMidAtlantic “Disconnected Brains: How isolation fuels opioid addiction” Dr. Rachel Wurzman. (18:23) Rachel Wurzman: How isolation fuels opioid addiction TED Talk	Lennartsson C, Rehnberg J, Dahlberg L. The association between loneliness, social isolation and all-cause mortality in a nationally representative sample of older women and men. Aging Ment Health. 2021 Sep 22:1-8. doi: 10.1080/13607863.2021.1976723. Epub ahead of print. PMID: 34550832. Hawkey LC, Cacioppo JT. Loneliness matters: a theoretical and empirical review of consequences and mechanisms. Ann Behav Med. 2010 Oct;40(2):218-27. doi: 10.1007/s12160-010-9210-8. PMID: 20652462; PMCID: PMC3874845.
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. JAMA Psychiatry. 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. JAMA Psychiatry. 2018;75:894-900.
7 -8	Oct. 5 start date	Hendree E. Jones PhD, Professor, Department of Obstetrics and Gynecology, University of North Carolina at Chapel Hill. Treating Women for Opioid and Other Substance Use Disorders during Pregnancy and Parenting Years: Clinical Implications from Research. EnRICH Webinar Conducting Opioid Research on MCH Populations - YouTube https://www.youtube.com/watch?v=zigKXuIlBBge	Hendrée E. Jones, PhD UNC Horizons Program Kaltenbach K, Jones HE. Neonatal Abstinence Syndrome: Presentation and Treatment Considerations. <i>J Addict Med</i> . 2016;10(4):217-223. doi:10.1097/ADM.0000000000000207 Zedler BK, Mann AL, Kim MM, et al. Buprenorphine compared with methadone to treat pregnant women with opioid use disorder: a systematic review and meta-analysis of safety in the mother, fetus and child. <i>Addiction</i> . 2016;111(12):2115-2128. doi:10.1111/add.13462

Week	Date(s)	Topic(s)	Readings
9 – 10	Oct. 19 start date	Matthew K. Nock, PhD, Edgar Pierce Professor of Psychology, and the Director of the Laboratory for Clinical and Developmental Research "Recent Advances in the Understanding and Prediction of Suicidal Behavior" https://www.youtube.com/watch?v=dLzpY8Dl7mU	https://nocklab.fas.harvard.edu/people/matthew-k-nock-phd Coppersmith DL, Bentley KH, Kleiman EM, Nock MK. Variability in the Functions of Nonsuicidal Self-Injury: Evidence From Three Real-Time Monitoring Studies, Behavior Therapy, 2021, , ISSN 0005-7894, https://doi.org/10.1016/j.beth.2021.05.003 . Mortier P, Alonso J, Auerbach RP, et al. Childhood adversities and suicidal thoughts and behaviors among first-year college students: results from the WMH-ICS initiative. Soc Psychiatry Psychiatr Epidemiol. 2021;10.1007/s00127-021-02151-4. doi:10.1007/s00127-021-02151-4
11 -12	Nov.2 start date	"The Future of Psychiatric Epidemiology" Peter Zandi, PhD Tuesday, November 19, 2019 https://www.youtube.com/watch?v=jmxfbsU551w (incomplete definition of learning health system– see this https://www.ahrq.gov/learning-health-systems/about.html)	https://publichealth.jhu.edu/faculty/929/peter-p-zandi Fojo AT, Lesko CR, Benke KS, et al. A learning algorithm for predicting mental health symptoms and substance use. J Psychiatr Res. 2021;134:22-29. doi:10.1016/j.jpsychires.2020.12.049 Musliner KL, Krebs MD, Albiñana C, et al. Polygenic Risk and Progression to Bipolar or Psychotic Disorders Among Individuals Diagnosed With Unipolar Depression in Early Life. Am J Psychiatry. 2020;177(10):936-943. doi:10.1176/appi.ajp.2020.19111195
13 -14	Nov. 16 start date	"Ribicoff Lecture: Psychiatric Genomic Findings: Diagnostic and Therapeutic Implications" Yale Psychiatry Grand Rounds: May 10, 2019 Patrick Sullivan, MD, FRANZCP, Yeargen 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/	https://www.med.unc.edu/psych/directory/patrick-sullivan/ https://pubmed.ncbi.nlm.nih.gov/?term=(%22Sullivan+PF%22%5BAuthor%5D) Choose one article from his GWA analysis studies of different MH disorders. Stein DJ, Lochner C. Nosology of behavioral addictions: Intersections with philosophy of psychiatry • J Behav Addict. 2022;11(2):186-190. Published 2022 Jul 13. doi:10.1556/2006.2022.00033
15 +	Nov. 30 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:

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

Additional Academic Resources

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

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

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.

Professionalism and COVID

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment:

<https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
- Continue to follow healthy habits, including best practices like frequent hand washing.
- Avoid crowded places (including gatherings/parties with more than 10 people)

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

COVID-19 Symptoms

See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

Recording Within the Course:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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/>.

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.
- **U 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>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

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