

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 2023
 Delivery Format: Online
 Canvas: <https://ufl.instructure.com/courses>

Instructor Name: Catherine Striley
 Phone Number: 314-761-5984 (preferred) 352-273-5359 (office)
 Email Address: cstriley@ufl.edu
 Office Hours: Friday noon -1 pm
 Mailing Address: Campus Box 100231
 Gainesville, FL 32610-0231
 FAX: 352-273-5365
 Web: epidemiology.php.ufl.edu
 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 or related fields.

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 epidemiological methods, including common problems with case definitions and intervention elements applicable to psychiatric epidemiology.
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. 23- Sept. 5	Dr. Vikram Patel, “Transforming Mental Health Globally.” PPHP 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 and is on implementation science)	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	Sept. 6 -19	Dr. Sherman James, The 172nd Cutter Lecture in Preventive Medicine. The downside of ‘John Henryism’. May 14, 2021. Harvard Chan School Department of Epidemiology. https://www.youtube.com/watch?v=bm4ojrKl5xs	http://www.epidemiolog.net/people/ShermanJames/CurriculumVitaeofShermanJames.htm James, S. A., Keenan, N. L., Strogatz, D. S., Browning, S. R., & Garrett, J. M. (1992). Socioeconomic status, John Henryism and blood pressure in Black adults: The Pitt County Study. American Journal of Epidemiology, 135(1), 59-67. https://doi.org/10.1093/oxfordjournals.aje.a116202 James, S. A., Strogatz, D. S., Wing, S. B., & Ramsey, D. L. (1987). Socioeconomic status, John Henryism, and hypertension in Blacks and Whites. American Journal of Epidemiology, 126(4), 664-673. https://doi.org/10.1093/oxfordjournals.aje.a114706
5 -6	Sept. 20 – Oct. 10	Sander Greenland, DrPH Professor Emeritus UCLA School of Public Health Department of Epidemiology, “There’s Not Much Science in Science Addressing the Psychosocial Gap in Methodology,” April 19, 2023, Harvard Chan School Department of Epidemiology https://www.youtube.com/watch?v=N7-yn5dd7Hg&list=PLkt0Sm-85E-JnWdnXQnExMoLHEnyoJ7aF&index=2	https://ph.ucla.edu/sites/default/files/2022-10/Greenland%20CV%203.15.21.pdf Greenland, S. (2020). An argument against E-values for assessing the plausibility that an association would be explained away by residual confounding. International Journal of Epidemiology, 49, 1501-1503. Amrhein, V., Greenland, S., and McShane, B. (2019). Scientists rise up against statistical significance. Nature, 567, 305-307, open access at https://www.nature.com/articles/d41586-019-00857-9 Amrhein, V., Greenland, S., and McShane, B. (2019). Statistical significance gives bias a free pass. European Journal of Clinical Investigation, e13176, open access at https://onlinelibrary.wiley.com/doi/pdf/10.1111/eci.13176

Week	Date(s)	Topic(s)	Readings
7 -8	Oct. 11 – Oct. 24	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 - YouTubhttps://www.youtube.com/watch?v=zi gKXutlBBge	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
9 – 10	Oct. 25 – Nov. 7	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” <a href="https://www.youtube.com/watch?v=dLzpY8D
l7mU">https://www.youtube.com/watch?v=dLzpY8D l7mU	<a href="https://nocklab.fas.harvard.edu/people/mat
thew-k-nock-phd">https://nocklab.fas.harvard.edu/people/mat thew-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, <i>Behavior Therapy</i> , 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. <i>Soc Psychiatry Psychiatr Epidemiol.</i> 2021;10.1007/s00127-021- 02151-4. doi:10.1007/s00127-021-02151- 4
11 -12	Nov. 8 – Nov. 21	Aryeh D. Stein, Rollins School of Public Health. A Life Course Approach to Human Development: Insights from COHORTS. Presentation to Hubert Dep’t of Global Health. <a href="https://rsph.hosted.panopto.com/Panopto/Pa
ges/Viewer.aspx?id=38c07390-0481-4f77-
9a6a-afa301180131">https://rsph.hosted.panopto.com/Panopto/Pa ges/Viewer.aspx?id=38c07390-0481-4f77- 9a6a-afa301180131	<a href="https://sph.emory.edu/faculty/profile/index.
php?FID=aryeh-stein-53">https://sph.emory.edu/faculty/profile/index. php?FID=aryeh-stein-53 Stein AD, Adair LS, Donati G, Wray C, Richter ML, Norris SA. Et al. Early-life stature, preschool cognitive development, schooling attainment, and cognitive functioning in adulthood: a prospective study in four birth cohorts. <i>Lancet Global Health</i> , 2023; 11(1): E95-E104. <a href="https://www.thelancet.com/action/showPdf
?pii=S2214-109X%2822%2900448-X">https://www.thelancet.com/action/showPdf ?pii=S2214-109X%2822%2900448-X

Week	Date(s)	Topic(s)	Readings
13 -14	Nov. 27 - Dec. 6	<p>Andreas Meyer-Lindenberg, MD Director of the Central Institute of Mental Health Medical Director, Department of Psychiatry and Psychotherapy based in Mannheim, Germany Professor and Chairman of Psychiatry and Psychotherapy at the University of Heidelberg, Germany. Columbia Psychiatry Grand Rounds, May 23, 2023. "Environmental Risk and Resilience Mechanisms for Psychiatric Disorders" https://www.youtube.com/watch?v=FZ_ykARzlaM</p>	<p>https://www.umm.uni-heidelberg.de/medical-faculty-mannheim/research/focus-areas/translational-neurosciences/members/andreas-meyer-lindenberg/ Tost H, Champagne FA, Meyer-Lindenberg A. Environmental influence in the brain, human welfare and mental health. Nat Neurosci. 2015;18(10):1421-1431. doi:10.1038/nn.4108 https://www.nature.com/articles/nn.4108</p>

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	2 point	2 point	2 point	6

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
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.

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, as an online course, please be respectful when attending class with others within hearing range of the material and discussions. 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:

<https://phhp.ufl.edu/policy-classroom-guests-of-students/>

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