

University of Florida
College of Public Health & Health Professions
Department of Epidemiology Syllabus
PHC 6939 CPE Psychiatric Grand Rounds (1 credit hour)
 Fall 2023
 Delivery Format: Online
 Canvas: <https://ufl.instructure.com/courses>

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 Preferred Course Communications: Email or zoom 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. Students will understand how to integrate psychiatric topics into epidemiological research by integrating readings, discussions, and online lectures. 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, and 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	Aug. 23- Sept. 5	Harvey Whiteford PhD, Professor of Population Mental Health, School of Public Health, The University of Queensland. "Mental Disorders in the Global Burden of Disease Study: Current Status and Future Directions" 7/5/2018 Psychiatric Epidemiology Symposium 2018: Harvey Whiteford - Bing video	Prevention: the new holy grail of treating mental illness Society The Guardian Biography. Professor Harvey Whiteford - School of Public Health - University of Queensland (uq.edu.au) Murray CJL Aravkin AY, Zheng P, Abbafati C,... .. Lim, Stephen S.Global burden of 87 risk factors in 204 countries and territories, 1990–2019: a systematic analysis for the Global Burden of Disease Study 2019. The Lancet. 2020; 396: 1223-1249. doi: 10.1016/S0140-6736(20)30752-2
3 - 4	Sept. 6 - 19	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" Sep 15, 2020 https://www.youtube.com/watch?app=desktop&v=-6_IWvhTvp0&t=1028s	https://irp.nih.gov/pi/carlos-zarate Niciu MJ, Shovestul BJ, Jaso BA, Farmer C, Luckenbaugh DA, Brutsche NE, Park LT, Ballard ED, Zarate CA Jr. Features of dissociation differentially predict antidepressant response to ketamine in treatment-resistant depression. J Affect Disord. 2018 May;232:310-315. doi: 10.1016/j.jad.2018.02.049. Ballard, E.D., Yarrington, J.S., Farmer, C.A., (...), Park, L., Zarate, C.A. Parsing the heterogeneity of depression: An exploratory factor analysis across commonly used depression rating scales. Journal of Affective Disorders. 2018;231(15):51-57.
5-6	Sept. 20 – Oct. 10	Margarita Alegria, PhD Professor, Harvard Medical School Harry G. Lehnert, Jr. and Lucille F. Cyr Endowed Chair, Mass General Research Institute, Massachusetts General Hospital ---- Columbia Psychiatry hosts grand rounds Intervening to Reduce Mental Health Disparities for Youth of Color https://www.columbiapsychiatry.org/ab... https://www.youtube.com/watch?v=plfG-0Zv1pc&list=PLVeamqkJbnWhcC6O1vjO4W9Ono08Nor1r&index=19	https://www.massgeneral.org/mongan-institute/centers/dru/research/margarita-alegria Alegria M, NeMoyer A, Falgàs Bagué I, Wang Y, Alvarez K. Social Determinants of Mental Health: Where We Are and Where We Need to Go. Curr Psychiatry Rep. 2018;20(11):95. Published 2018 Sep 17. doi:10.1007/s11920-018-0969-9

Week	Date(s)	Topic(s)	Readings
7-8	Oct. 11 – Oct. 24	Peter Zandi, PhD. "The Future of Psychiatric Epidemiology" 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. <i>J Psychiatr Res.</i> 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. <i>Am J Psychiatry.</i> 2020;177(10):936-943. doi:10.1176/appi.ajp.2020.19111195
9 - 10	Oct. 25 – Nov. 7	Karestan C. Koenen, PhD, Professor of Psychiatric Epidemiology, Harvard University. "The COVID-19 Pandemic and Population Mental Health: What do we know and what can we do?" https://www.youtube.com/watch?v=8EFiozY2ORM&t=160s	https://www.hsph.harvard.edu/karestan-koenen/ Jung SJ, Jeon YJ, Yang JS, et al. Impact of COVID-19 on mental health according to prior depression status: A mental health survey of community prospective cohort data. <i>J Psychosom Res.</i> 2021;148:110552. doi:10.1016/j.jpsychores.2021.110552
11 - 12	Nov. 8 – Nov. 21	Kathleen Merikangas "Future of Epidemiology of Mental Disorders" (title from slides). Prof. Kathleen Merikangas, NIMH: Future Directions in Psychiatric Epidemiology. A Stockholm Psychiatry Lecture held September 2 2010. From the Stockholm Center for Psychiatry Research and Education, Karolinska Institutet (http://www.ki.se/cns). https://www.youtube.com/watch?v=1B4wiAiwZjk	Kathleen Merikangas - Wikipedia Merikangas KR, He JP, Burstein M, et al. Lifetime prevalence of mental disorders in U.S. adolescents: results from the National Comorbidity Survey Replication-Adolescent Supplement (NCS-A). <i>J Am Acad Child Adolesc Psychiatry.</i> 2010;49(10):980-989. doi:10.1016/j.jaac.2010.05.017 Lifetime Prevalence of Mental Disorders in US Adolescents: Results from the National Comorbidity Study-Adolescent Supplement (NCS-A) - PMC (nih.gov)
13-14	Nov. 27 - Dec. 6	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	https://nursing.umich.edu/faculty-staff/faculty/carol-j-boyd Evans-Polce RJ, Veliz PT, Boyd CJ, McCabe SE. E-Cigarette and Cigarette Use Among U.S. Adolescents: Longitudinal Associations With Marijuana Use and Perceptions. <i>Am J Prev Med.</i> 2020;58(6):854-857. doi:10.1016/j.amepre.2020.01.013

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

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	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.

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

Please contact the instructor for any needed make-up opportunities if for some reason you have problems completing assignments during the two-week period in which they are due.

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.

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.

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/>

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