Instructor Information

Associate Professor Catherine Woodstock Striley, PhD, MSW, MPE
Department of Epidemiology
College of Public Health and Health Professions
College of Medicine

Clinical and Translational Research Building
2004 Mowry Road, Room 4237
Gainesville FL 32610
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Fax: 352-273-5365
cstriley@ufl.edu
Office Hours: By arrangement with instructor. Evening and Saturday hours are available.

Course Overview or Purpose

This advanced epidemiology methods course in Psychiatric Epidemiology will cover concepts, history, measures, methods and analytic techniques to study the risks, prevalence and incidence, course, comorbidities and consequences of major mental disorders (mood and anxiety disorders, schizophrenia, personality disorders, alcohol and drug abuse and dependence). Psychiatric epidemiology studies in general and specific populations internationally will be discussed for their methods, measures and findings. Students will be required to further their own research projects as part of the class. This course is one of several epidemiology courses that can be taken to meet the advanced methods requirement in the PhD in epidemiology curriculum.

Prerequisites Epidemiology Methods I and II or permission of the instructor.

Course Objectives and/or Goals

Upon successful completion of the course, students should be able to
1. Describe Psychiatric epidemiology and describe recent trends in psychiatric epidemiology.
2. Choose the appropriate methods and assessment for a descriptive psychiatric epidemiologic study and justify the methods and assessment chosen.
3. Discuss the epidemiology of at least two common major psychiatric disorders.
4. Speak knowledgeably about the DSM and ICD systems and their current versions.
5. Explain the importance of psychiatric epidemiology to the field of epidemiology, public health and medical care.
Course Materials

Required for reference
Available in the UF Libraries and on line through the library:
2. In-Library Use, RC455.2.C4 D536 2013, UF LEGAL INFORMATION CENTER - Reference
3. 2-Hour Loan, RC455.2 .C4 D536 2013, UF EDUCATION LIBRARY - Reserve

All other Course Material will be available on the course page in Canvas.

Recommended for further study: <On “Reserve” in Dr. Striley’s office>

Course Requirements/Evaluation/Grading
Letter Grade.

ASSIGNMENTS

<table>
<thead>
<tr>
<th>#</th>
<th>Assignment</th>
<th>Date Due</th>
<th>Criteria for Grading</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Individual postings comprising an online discussion</td>
<td>Varies</td>
<td>Students will be graded on the quality and quantity of their postings related to classroom discussions and instructor initiated prompts.</td>
<td>25</td>
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<tr>
<td>2</td>
<td>During 4 different classes, students will participate in group assignments. Students will choose a best research question, sampling strategy, measure and</td>
<td>Varies</td>
<td>Students will be graded on the quality of their participation and subsequent</td>
<td>10</td>
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strategy to advance the field. No outside classroom time in addition to the reading is required. posting/presentation. Each session will contribute 2.5 points to the total.

<table>
<thead>
<tr>
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<th>Epidemiology Paper: 2 page paper clearly defining a major mental health or substance abuse disorder using diagnostic criteria and detailing its epidemiology based on the literature, including onset, duration and course if treated or untreated. Public health consequence of disorder must also be addressed.</th>
<th>Week 4</th>
<th>Clear presentation, concise writing.</th>
<th>15</th>
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<tr>
<td>3</td>
<td>Measurement Paper: Nosology. 2 to 3 page paper critically analyzing the ways the chosen disorder has been defined and measured in the literature.</td>
<td>Week 6</td>
<td>Grading metric will be provided in class.</td>
<td>15</td>
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<td>4</td>
<td>Study Presentation. Students will present the study design, sample, measures and analytic strategy for one psychiatric epidemiology publication from 2010 or later.</td>
<td>Varies</td>
<td>Presentation skill and content. Grading metric will be provided in class.</td>
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<td>5</td>
<td>Student Final Paper. Each student will “take the next step” in their research. For some students, this may involve preparing a literature review and proposed study design to capture the psychiatric comorbidity of a chronic or infectious disease. For another, this may include developing specific measures for a problem, or carrying out and reporting on analyses based on a psychiatric epidemiologic question or hypothesis. <strong>Students should discuss their idea for their paper with the professor by the third week of class for approval.</strong></td>
<td>Week 15</td>
<td>Grading metric online under assignments.</td>
<td>25</td>
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<td>6</td>
<td>Extra Credit</td>
<td>Points worth up to 5% of the grade will be given for excellence in contribution to the classroom discussions</td>
<td>None</td>
<td>Quality of and timing of comments made in the classroom. High quality comments will spur other discussion and clarification of lecture.</td>
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<tr>
<th>Percentages earned in class</th>
<th>93% - 100%</th>
<th>90% - 92%</th>
<th>87% - 89%</th>
<th>83% - 86%</th>
<th>80% - 82%</th>
<th>77% - 79%</th>
<th>73% - 76%</th>
<th>70% - 72%</th>
<th>67% - 69%</th>
<th>63% - 66%</th>
<th>60% - 62%</th>
<th>Below 60%</th>
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<tr>
<td>Letter Grade equivalent</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>E</td>
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| 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 |

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations at [http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html](http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html)
### Topical Outline

<table>
<thead>
<tr>
<th>Week Date</th>
<th>Topic(s)</th>
<th>Reading or Instructional Material</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Page</td>
<td>Study Area</td>
<td>References</td>
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1 before and after in-class time |
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
<th>Notes</th>
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<td>Date</td>
<td>Topic</td>
<td>Details</td>
<td>Pages</td>
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<td></td>
<td>Guest Lecture: Catalina Lopez-Quintero</td>
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<td>Hopwood CJ, Kotov R, Krueger RF, et al. Commentary: The time has come for dimensional personality disorder diagnosis. Personality and Mental Health. 2017; Published online in Wiley Online Library (wileyonlinelibrary.com) DOI 10.1002/pmh.1408</td>
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STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

**Policy Related to Class Attendance**
Absences must be conveyed to the course instructor in advance whenever possible, or on the day of the absence for illness or emergency. Students are expected to attend and be prepared to participate in all class sessions. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. According to the UF Graduate School Catalog (link below) “In general, acceptable reasons for absences from class include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, and participation in official University activities. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved.” For more information on UF’s attendance policy, visit https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.
Policy Related to Make-up Exams or Other Work
Instructors set the specific attendance policies for their courses. Students enrolled in a course are responsible for satisfying all academic objectives as defined by the instructor. Make-up work will be allowed by the course instructor on an individual basis after an excused absence (see above). Students should consult with the professor for new deadlines for assignments. Please consult the university guidelines for more information on makeup policies: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Statement of University’s Honesty Policy
University of Florida Academic Honesty Statements
Students and faculty will adhere to the following policies for academic honesty and honor.

“I understand that the University of Florida expects its students to be honest in all their academic work. I agree and adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”

“All faculty, staff and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.”

“We, the members of the University of Florida, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

For more information regarding UF’s policy on Academic Honesty, please visit http://gradcatalog.ufl.edu/content.php?catoid=4&navoid=907&hl=grades&returnto=search#Academic_Honesty For details on how suspected honor code violations will be handled, please refer to http://regulations.ufl.edu/wp-content/uploads/2012/09/4042.pdf

Citations and Plagiarism
The two key purposes of citation are to: 1) give appropriate credit to the authors of information, research findings, and/or ideas (and avoid plagiarism), and 2) facilitate access by your readers to the sources you use in your research.

Quotations: When directly quoting an outside source, the borrowed text, regardless of the amount, must be surrounded by quotation marks or block quoted. Quoted text over two lines in length should be single-spaced and indented beyond the normal margins. Every quote must include a source—the author, title, volume, page numbers, etc.—whether an internal reference, footnote, or endnote is used in conjunction with a bibliography page.

Paraphrasing or Citing an Idea: When summarizing an outside source in your own words or citing another person’s ideas, quotation marks are not necessary, but the source must be included. This includes, but is not confined to, personal communications from other students, faculty members, experts in the field, summarized ideas from published or unpublished resource,
and primary methods derived from published or unpublished sources. Use the general concept of “when in doubt – cite.”

Plagiarism is a serious violation of the academic honesty policy of the College. If a student plagiarizes others’ material or ideas, UF Policies on Honesty and honor code violations, noted above, will be followed.

Generally speaking, the three keys of acceptable citation practice are: 1) thoroughness, 2) accuracy, and 3) consistency. In other words, be sure to fully cite all sources used (thoroughness), be accurate in the citation information provided, and be consistent in the citation style you adopt. All references should include the following elements: 1) last names along with first and middle initials; 2) full title of reference; 3) name of journal or book; 4) publication city, publisher, volume, and date; and 5) page numbers referenced. When citing information from the Internet, include the WWW address at the end, with the “access date” (i.e., when you obtained the information), just as you would list the document number and date for all public documents. When citing ideas or words from an individual that are not published, you can write “personal communication” along with the person’s name and date of communication.

Class Demeanor Expected by the Professor/Communication Expectations
As an online, virtual and/or in-person classroom of scholars, the instructor will treat students with respect and expects respect in return. The classroom climate will be supportive, encouraging and open. To this end, no one should be taking calls or texts or using their laptops for other purposes than taking notes while the class is in session, except in the case of emergency. Electronic items must be turned off if they appear to detract from classroom discussion and attention. Please listen attentively; participation is required. When opinions differ, please listen first, and then prepare to comment. Please give the same consideration to all on-line comments. First consider what was said. Wait before you reply; then reply when you can do so respectfully and with full consideration to the thoughts of the author. If you feel you have been treated disrespectfully by any member of the scholastic community involved in this course, please bring this to the instructor’s attention privately for remediation.

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.phhp.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

For off-campus students, please contact the professor for assistance with locating appropriate resources.

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.

In case of emergency, contact Gainesville or your Police Department by dialing 911.

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