

## **College of Public Health & Health Professions**

### **PHC 7038 Psychiatric Epidemiology**

**Spring, 2014 full semester  
Thursdays 9:30 – 12:30 a.m.  
HPNP G-316**

#### **Instructor Information**

Assistant 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

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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 knowledgably 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:**

Fink A. *How to Conduct Surveys: A Step-by-Step Guide*. 4<sup>th</sup> ed. Los Angeles: Sage; 2009. ISBN 978-1-4129-6668-9. (Not preordered. Available through Amazon and other on-line retailers.)

For Reference (available in the UF Libraries)

Diagnostic and statistical manual of mental disorders : DSM-5. 5th ed. Washington, D.C. : American Psychiatric Association, 2013.

Location	Description	Call Number	Item Status
UF Education Library		RC455.2.C4 D536 2013	Regular Loan
UF Legal Information Center	Permanent Reserve	RC455.2 .C4 D536 2013	3-Day Loan (resv)

All other Course Material will be available in SAKAI.

**Recommended for further study:**

Susser E, Schwartz S, Morabia A, & Bromet EJ. *Psychiatric Epidemiology*. New York: Oxford University Press; 2006.

Cottler LB, ed. *Mental Health in Public Health*. New York: Oxford University Press; 2011.

Regier DA, Narrow WE, Kuhl EA & Kupfer DJ. eds. *The Conceptual Evolution of DSM-5*. Washington, DC: APA Book; 2011.

Tsaung MT, Tohen M. *Textbook in Psychiatric Epidemiology (2<sup>nd</sup> Ed.)*. New York: Wiley-Liss; 2002.

**Course Requirements/Evaluation/Grading**

Letter Grade.

**ASSIGNMENTS**

#	Assignment	Date Due	Criteria for Grading	Pts
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1	Readiness Assurance Test. At the start of some classes, a self-graded reading preparation quiz will occur by individual and then group. Individual and group scores will be self-graded and the student will choose which score they want to turn in for recording.	4 classes	Multiple choice questions; each quiz will contribute 2.5 points.	10
2	During 4 different classes, students will participate in group assignment. Students will choose a best research question, sampling strategy, measure and strategy to advance the field. No outside classroom time in addition to the reading is required.	4 classes	Students will be graded on the quality of their participation by other group members and the instructor. Each session will contribute 2.5 points to the total.	10
3	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.	Week 4	Clear presentation, concise writing.	15
4	Measurement Paper: Nosology. 2 to 3 page paper critically analyzing the ways the chosen disorder has been defined and measured in the literature.	Week 6	Grading metric will be provided in class.	15
5	Study Presentation. Students will present the study design, sample, measures and analytic strategy for one psychiatric epidemiology publication from 2010 or later.	Varies	Presentation skill and content. Grading metric will be provided in class.	10
6	Online Discussion	Week 15	Students will be graded on the quality and quantity of their postings related to classroom discussions and instructor initiated prompts. Grading matrix will be provided online.	15
7	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	Week 15	Grading metric will be provided in class.	25

	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. Students should discuss their idea for their paper with the professor by the third week of class for approval.			
Extra Credit	Points worth up to 5% of the grade will be given for excellence in contribution to the classroom discussions	None	Quality of and timing of comments made in the classroom. High quality comments will spur other discussion and clarification of lecture.	5 extra credit

<b>Percentage or points earned in class</b>	<b>93%-100%</b>	<b>90%-92%</b>	<b>87%-89%</b>	<b>83%-86%</b>	<b>80%-82%</b>	<b>77%-79%</b>	<b>73%-76%</b>	<b>70%-72%</b>	<b>67%-69%</b>	<b>63%-66%</b>	<b>60%-62%</b>	<b>Below 60%</b>
<b>Letter Grade equivalent</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

<b>Letter Grade</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>E</b>	<b>WF</b>	<b>I</b>	<b>NG</b>	<b>S-U</b>
<b>Grade Points</b>	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>

### Topical Outline

Week Date	Topic(s)	Reading or Instructional Material	Assignments
1 1/9	Psychiatric Epidemiology: Past, Present, Future	Kessler RC, Berglunc P, Demler O, Jin R, Merikangas KR, Walters EE. Lifetime prevalence and age-of-onset distributions of DSM-IV disorders in the National Comorbidity Survey Replication. <i>Arch Gen Psychiatry</i> . 2005;62:593-602.  Regier DA, Narrow WE, Sartorius N. Meta effects	

		<p>of classifying mental disorders. In: Kuhl EA &amp; Kupfer DJ. eds. <i>The Conceptual Evolution of DSM-5</i>. Washington, DC: APA Book; 2011: 59-77.</p> <p>Insel T. It's not just about counting anymore. National Institute of Mental Health. Available at: <a href="http://www.nimh.nih.gov/about/director/publications/psychiatric-epidemiology.shtml">http://www.nimh.nih.gov/about/director/publications/psychiatric-epidemiology.shtml</a></p>	
2 1/16	Landmarks in Psychiatric Epidemiology	<p>Robins LN, ed, Regier DA, ed. <i>Psychiatric Disorders in America: The Epidemiologic Catchment Area Study</i>. New York, NY: The Free Press; 1991: 1-31.</p> <p>Kessler RC, McGonagle KA, Zhao S, Nelson CB, Hughes M, Eshleman S, Wittchen HU, Kendler KS. Lifetime and 12-month prevalence of DSM-III-R psychiatric disorders in the United States: results from the National Comorbidity Survey. <i>Arch Gen Psychiatry</i>. 1994;51:8-19.</p> <p>Huang B; Grant BF; Dawson DA; et al. Race-ethnicity and the prevalence and co-occurrence of Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, alcohol and drug use disorders and Axis I and II disorders: United States, 2001–2002. <i>Comprehensive Psychiatry</i>. 2006;47(4):252–257.</p>	Assignment 1 and 2 in class.
3 1/23	Psychiatric Interviews, Symptom Scales, Screeners and Clinical Interviews	<p>Fink A. Chapter 2: The survey form. In: Fink A. <i>How to Conduct Surveys: A Step-by-Step Guide</i>. 4<sup>th</sup> ed. Los Angeles: Sage; 2009: 13-34.</p> <p>Robins LN. An overview of the Diagnostic Interview Schedule and the Composite International Diagnostic Interview. In: Mezzich JE &amp; Cranach MV, ed. <i>International Classification in Psychiatry: Unity and Diversity</i>. New York: Cambridge University Press; 1988:205-220.</p> <p>Assessment Measures and Cultural Formulation. In: <i>DSM-5</i>. 5th ed. Washington, D.C. : American Psychiatric Association; 2013: 733 – 760.</p>	Assignment 3 Due
4 1/30	Diagnostic Systems, including DSM and ICD	<p>First MB. DSM-IV and Psychiatric Epidemiology. In: Tsaung MT, Tohen M. <i>Textbook in Psychiatric Epidemiology</i>. 2<sup>nd</sup> ed. New York: Wiley-Liss; 2002: 333-342.</p>	Assignment 1 and 2 in class.

		Kramer M. Historical roots and structural bases of the international classification of diseases. In: Mezzich JE & Cranach MV, ed. <i>International Classification in Psychiatry: Unity and Diversity</i> . New York: Cambridge University Press; 1988: 3-29.	
5 2/6	Dimensional and categorical concepts and measures of major mental disorders	Krueger et al. Empirically derived personality disorder prototypes: bridging dimensions and categories in DSM-5. In: Regier DA et al., eds. <i>The Conceptual Evolution of DSM-5</i> . Washington, DC: APA Books; 2011: 97-119.  Fink A. Chapter 3: Getting it together. In: Fink A. <i>How to Conduct Surveys: A Step-by-Step Guide</i> . 4 <sup>th</sup> ed. Los Angeles: Sage; 2009: 35-50.	
6 2/13	Natural History, Developmental and Genetic Psychiatric Epidemiology	Faison WE & Schultz SK. Diagnostic issues relating to lifespan from adulthood into later life. In: Regier DA et al., eds. <i>The Conceptual Evolution of DSM-5</i> Washington, DC: APA Books; 2011: 323-342.	Assignment 4 Due
7 2/20	Sampling in Psychiatric Epidemiology	Cottler LB, Callahan O’Leary C, Striley CW. HealthStreet: A community-based approach to include mental health in public health research. In: Cottler, LB, ed. <i>Mental Health in Public Health: The Next 100 Years</i> . Washington, DC: Oxford University Press, 2011: 247-373.  Susser E, Schwartz S, Morabia A, Bromet EJ. Choosing cases and choosing controls in biologic psychiatry. In: Susser E, Schwartz S, Morabia A, Bromet EJ. <i>Psychiatric Epidemiology</i> . New York: Oxford University Press; 2006:236-261.  Fink A. Chapter 4, Sampling . In: Fink A. <i>How to Conduct Surveys: A Step-by-Step Guide</i> . 4 <sup>th</sup> ed. Los Angeles: Sage; 2009: 51-64.	Assignment 1 and 2 in class.
8 2/27	Analytic Strategies in Psychiatric Epidemiology	Fink A. Chapter 5, Survey Design In: Fink An. <i>How to Conduct Surveys: A step-by-step guide</i> . 4 <sup>th</sup> ed.Los Angeles: Sage; 2009: 65-76.  Faraone SV. Statistical and molecular genetic approaches to developmental psychopathology: The pathway forward. In: Hudziak JJ ed. <i>Developmental Psychopathology and Wellness: Genetic and Environmental Influences</i> . Washington, DC: American Psychopathological Publishing Inc; 2008: 245-266.	Assignment 5 due if scheduled.
9 3/13	Disorders of Childhood and Old	Fink A. Chapters 6: Analyzing and organizing data from surveys. In: Fink A. <i>How to Conduct Surveys: A</i>	Assignment 1 and 2 in

	Age and Gender Differences	<p><i>Step-by-Step Guide</i>. 4<sup>th</sup> ed. Los Angeles: Sage; 2009: 77-98.</p> <p>Angold A. Sex and developmental psychopathology. In: Hudziak JJ ed. <i>Developmental Psychopathology and Wellness: Genetic and Environmental Influences</i>. Washington, DC: American Psychopathological Publishing Inc; 2008.</p>	class.
10 3/20	Mood Disorders and Anxiety Disorders	<p>Murphy JM, Laird NM, Monson RR, Sobol AM, Leighton AH. A 40-year perspective on the prevalence of depression: The Stirling County study. <i>Arch Gen Psychiatry</i>. March 2000; Vol 57(3) : 209-215.</p> <p>Bromet E, Andrade LH, Hwang I, Sampson NA, Alonso J, de Girolamo G, de Graaf R, Demyttenaere K, Hu C, Iwata N, Karam AN, Kaur J, Kostyuchenko S, Lépine JP, Levinson D, Matschinger H, Mora ME, Browne MO, Posada-Villa J, Viana MC, Williams DR, Kessler RC. Cross-national epidemiology of DSM-IV major depressive episode. <i>BMC Med</i>. July 2011;9:90. doi: 10.1186/1741-7015-9-90</p>	Assignment 5 due if scheduled.
11 3/27	Psychotic Disorders	<p>Petterson S, Phillips R, Basemore A, Dodoo M, Zhang X, Green L. Why there must be room for mental health in the medical home. <i>Am Fam Physician</i>. 2008; 77(6):757.</p> <p>Buka SL, Seidman LJ, Tsuang MT, Goldstein JM.. The New England Family Study High-Risk Project: neurological impairments among offspring of parents with schizophrenia and other psychoses. <i>Am J Med Genet Part B</i>. 2013;162B:653–660.</p>	Assignment 5 due if scheduled.
12 4/3	Alcohol and Drug Addiction	Cottler LB; Schuckit MA; Helzer JE; Crowley T, et al. The DSM-IV field trial for substance use disorders: Major results. <i>Drug and Alcohol Dependence</i> . April 1995; Vol 38(1); 59-69.	Assignment 5 due if scheduled.
13 4/10	Personality Disorders	<p>Lyons MJ &amp; Jerskey BA. Personality disorders: Epidemiological findings, methods and concepts. In Tsaung MT, Tohen M. <i>Textbook in Psychiatric Epidemiology</i>. 2<sup>nd</sup> ed.. New York: Wiley-Liss; 2002: 563-599</p> <p>Cottler LB, Compton WM, Brown L, Shell A, et al. The Discrepancy Interview Protocol: A method for evaluating and interpreting discordant survey responses. <i>International Journal of Methods in</i></p>	Assignment 5 due if scheduled.

		<i>Psychiatric Research</i> . Oct 1994;Vol 4(3):, 173-182.	
14 4/17	Mental Health Services Research and Translational Research and The Future of Global Psychiatric Epidemiology	<p>U.S. Department of Health and Human Services. <i>Mental Health: Culture, Race, and Ethnicity – A Supplement to Mental Health: A Report of the Surgeon General</i>. Rockville, MD: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, National Institutes of Health, National Institute of Mental Health; 2001: 64-116.</p> <p>Kessler RC, Aguilar-Gaxiola S, Alonso J, Angermeyer MC, Anthony JC, Brugha TS, Chatterji S, De Girolamo G, Demyttenaere K, Gluzman SF, Gureje O, Haro JM, Heeringa SG, Hwang I, Karam EG, Kikkawa T, Lee S, Lepine J-P, Medina-Mora ME, Merikangas KR, Ormel J, Pennell B-E, Posada-Villa J, Ustun TB, Von Korff MR, Wang PS, Zaslavsky AM, Zhang M. Prevalance and severity of mental disorders in the World Mental Health Survey Initiative. In: Kessler RC, Ustun TB, eds. <i>The WHO World Mental Health Surverys: Global Perspectives on the Epidemiology of Mental Disorders</i>. New York: Cambridge University Press; 2008: 534-540.</p> <p>Pennell B-E, Mneimneh ZN, Bowers A, Chardoul S, Wells JE, Viana MC, Dinkelmann K, Gebler N, Florescu S, He Y, Huang Y, Tomov T, Saiz GV. Implementation of the World Mental Health Surveys. . In: Kessler RC, Ustun TB, eds. <i>The WHO World Mental Health Surverys: Global Perspectives on the Epidemiology of Mental Disorders</i>. New York: Cambridge University Press; 2008: 33-57.</p>	Assignment 1 and 2 in class. Assignment 1 and 2 in class.
15 4/24		READING DAYS: NO CLASSES. Check web for content.	Assignment 7 Due in Office

### 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](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**

As a 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. 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.

### **Statement Related to Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (<http://www.dso.ufl.edu/>). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web

site for more information: <http://www.counseling.ufl.edu/>. They are located on campus at 3190 Radio Road and are open from 8 am to 5 pm Monday through Friday. You can also get emergency walk-in crisis stabilization at the Counseling and Wellness Center's (CERC) on-campus "Crisis and Emergency Response Center" in Peabody Hall.

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, including primary care, women's health care, immunizations, mental health care, and pharmacy 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 352-294-5700 or check out the web site at: [www.health.ufl.edu/shcc](http://www.health.ufl.edu/shcc).

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>

BUT – 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.