# MODULE SPECIFICATION

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| **Academic Year (student cohort covered by specification)** | 2026-27 |
| **Module Code** | GHM202 |
| **Module Title** | Global Mental Health |
| **Module Organiser(s)** | Asmae Doukani |
| **Contact email** | For students studying University of London Awards (initial registration 2025/2026 and prior years): Enquiries may be made via their Student Advice Centre at: Student Advice Centre<br><br>For students studying LSHTM awards (registration in 2026/2027 and onwards): Enquiries should be emailed to: GHPsupport@lshtm.ac.uk |
| **Faculty** | Public Health & Policy |
| **FHEQ Level** | Level 7 |
| **Credit Value** | **CATS** 15<br>**ECTS** 7.5 |
| **HECoS Code** | 100648 |
| **Mode of Delivery** | Distance Learning |
| **Mode of Study** | Directed self-study, through online materials via the Virtual Learning Environment |
| **Language of Study** | English |
| **Pre-Requisites** | PGDip/MSc Global Health Policy students taking this module need to have successfully completed at least 3 of the core GHP modules – GHM 101, 102, 103 or 104.<br><br>No pre-requisites for individual module students, DL students from other programmes taking this module as cross-programme elective, LSHTM intensive MSc or research degree students wishing to take this module. |
| **Accreditation by Professional Statutory and Regulatory Body** | None |
| **Module Cap (Maximum number of students)** | None |
| **Target Audience** | An elective module for students on DL PG Dip/MSc Global Health Policy, PG Dip/MSc Health in Humanitarian Crises and |

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| | MSc/PG Dip Public Health. The module is also available as a stand-alone individual module for anyone interested in developing a critical understanding of the emerging field of global mental health. |
| **Module Description** | This module aims to introduce students to key issues in Global Mental Health and to provide a critical understanding of this emerging field. In this module we will critically assess the global burden of mental, neurological and substance use disorders in terms of disability, mortality and economic losses; explain the relevance of mental health to key issues in global health and development, compare and contrast different approaches to mental health promotion, prevention and treatment, and critically evaluate local and global priorities for mental health research, policy and services. |
| **Duration** | Moodle is open to access from 1st October. Students then plan their own studies between October and June. |
| **Last Revised (e.g. year changes approved)** | June 2025 |

**For students studying UoL awards (initial registration in 2025/2026 and prior years)**

| **Programme(s)**<br>This module is linked to the following programme(s) | **Status** |
|---|---|
| PGDip/MSc Global Health Policy (Distance Learning - University of London) | Elective |
| PGDip/MSc Public Health (Distance Learning – University of London Worldwide) | Elective |
| PGDip/MSc Health in Humanitarian Crises (Distance Learning – University of London Worldwide) | Elective |

**For students studying LSHTM awards (registration in 2026/2027 and onwards)**

| **Programme(s)**<br>This module is linked to the following programme(s) | **Status** |
|---|---|
| PGDip Global Health Policy (Distance Learning) | Elective |
| MSc Global Health Policy (Distance Learning) | Elective |
| PGDip Public Health (Distance Learning) | Elective |
| MSc Public Health (Distance Learning) | Elective |
| PGDip Health in Humanitarian Crises | Elective |
| MSc Health in Humanitarian Crises | Elective |

## Module Aim and Intended Learning Outcomes

| **Overall aim of the module** |
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| The overall module aim is to:<br>• introduce students to key issues in Global Mental Health and to provide a critical understanding of this emerging field. |

| **Module Intended Learning Outcomes** |
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| Upon successful completion of the module a student should be able to:<br>1. critically assess the global burden of mental, neurological and substance use disorders in terms of disability, mortality and economic losses;<br>2. explain the relevance of mental health to key issues in global health and development;<br>3. compare and contrast different approaches to mental health promotion, prevention and treatment;<br>4. critically evaluate local and global priorities for mental health research, policy and services. |

## Indicative Syllabus

| **Session Content** |
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| The module is expected to cover the following topics:<br>• Emergence of Global Mental Health;<br>• Priority Mental, Neurological and Substance Use Disorders;<br>• Culture and Critiques of Global Mental Health;<br>• Resources for Mental Health;<br>• Policy and Legislative Frameworks for Mental Health;<br>• Social and Biological Risk Factors for Mental, Neurological and Substance Use Disorders;<br>• Mental Health and Humanitarian Crises;<br>• Human Rights and Stigma;<br>• Prevention of Mental, Neurological and Substance Use Disorders, and Promotion of Psychological Wellbeing;<br>• Suicide;<br>• Strategies to Scale Up Services;<br>• Priorities in Global Mental Health. |

## Teaching and Learning

### Notional Learning Hours

| Type of Learning Time | Number of Hours | Expressed as Percentage (%) |
|---|---|---|
| Directed self-study | 72 | 48 |
| Self-directed learning | 28 | 19 |
| Assessment, review and revision | 50 | 33 |
| **Total** | **150** | **100** |

| Teaching and Learning Strategy |
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| Learning is self-directed against a detailed set of learning objectives using the materials provided. Module tutors provide asynchronous support for students by replying to students' questions in open online discussion forums and facilitating discussion. Students are also strongly encouraged to participate in live webinars available via Moodle to obtain tutor support, and to make use of LSHTM online library resources. |

## Assessment

| Assessment Strategy |
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| Formal assessment of this module includes: 1) an annotated bibliography on a topic of importance to mental health policy in a specific country or region (30%); and, 2) a policy report on the same topic and country or region (70%). |

### Summative Assessment

| Assessment Type | Assessment Length (i.e. Word Count, Length of presentation in minutes) | Weighting (%) | Intended Module Learning Outcomes Tested |
|---|---|---|---|
| Assessed Assignment 1 – Annotated Bibliography | Maximum of 10 citations and maximum 1,500 words for the assignment. | 30 | 1, 4 |
| Assessed Assignment 2 – Policy Report | 2,500 words | 70 | 2, 3 |

Assignments for this module can be submitted only once annually.

The submission deadline for the annotated bibliography is **14 February**.

The submission deadline for the policy report is **12 May**.

All assignments must be submitted via the online Assignment Management System.

| **Resitting assessment** |
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| Resits will accord with Chapter 8b of the LSHTM Academic Manual.<br><br>The Resit assessment will be the same assessment type as the first attempt (see previous table).<br><br>Where a module is assessed by two or more elements of time-limited assessment and/or one or more assessed assignment(s), each element will require a minimum mark of 1.00 to pass the module. If you fail both elements you may have to resit one or both elements depending on whether the elements are compensatable or not (see Chapter 2 of the LSHTM Academic Manual). If you pass one element but not the other, you may only resit the failed element. |

## Resources

**Indicative reading list**


1. Kohrt, B. A. (2021). Historical Origins of Global Mental Health. In Global Mental Health Ethics (pp. 17-30). Springer Nature Switzerland AG.
2. Kola, L., Kohrt, B. A., Hanlon, C., Naslund, J. A., Sikander, S., Balaji, M., ... & Patel, V. (2021). COVID-19 mental health impact and responses in low-income and middle-income countries: reimagining global mental health. The Lancet Psychiatry.
3. Bemme, D., & Kirmayer, L. J. (2020). Global mental health: interdisciplinary challenges for a field in motion. Transcultural psychiatry, 57(1), 3-18.
4. Maulik, P. K., Thornicroft, G., & Saxena, S. (2020). Roadmap to strengthen global mental health systems to tackle the impact of the COVID-19 pandemic. International Journal of Mental Health Systems, 14(1), 1-13.
5. Bangpan, M., Felix, L., & Dickson, K. (2019). Mental health and psychosocial support programmes for adults in humanitarian emergencies: a systematic review and meta-analysis in low and middle-income countries. BMJ global health, 4(5), e001484.
6. Naghavi M. (2019) Global, regional, and national burden of suicide mortality 1990 to 2016: systematic analysis for the Global Burden of Disease Study 2016. *BMJ*, 364, l94
7. Lund, C., Brooke-Sumner, C., Baingana, F., Baron, E. C., Breuer, E., Chandra, P., ... & Saxena, S. (2018). Social determinants of mental disorders and the Sustainable Development Goals: a systematic review of reviews. The Lancet Psychiatry, 5(4), 357-369.
8. Patel V, Saxena S, Lund C, Thornicroft G,. . . Unützer J (2018). 'The journey so far': The Lancet Commission on global mental health and sustainable development. *Lancet*, 392, 1553–4.
9. Cohen A, Patel V & Minas H (2014). A brief history of global mental health. In: Patel V, Minas H, Cohen A & Prince M (eds.) *Global mental health: Principles and practice*. New York: Oxford University Press.
10. Gureje O & Stein D (2014). Disorders, diagnosis and classification. In: Patel V, Minas H, Cohen A & Prince M (eds.) *Global mental health: Principles and practice*. Oxford: Oxford University Press.
11. Kirmayer LJ, Swartz L. Culture and global mental health. In: Patel V, Minas H, Cohen A, Prince M, editors. *Global Mental Health: Principles and Practice*. Oxford: Oxford University Press; 2014. p. 41-62
12. Maulik PK, Daniels AM, McBain R & Morris J (2014). Global mental health resources. In: Patel V, Minas H, Cohen A & Prince M (eds.) *Global mental health: Principles and practice*. Oxford: Oxford University Press. pp 167-192.
13. Lund C, Caldas De Almeida JM, Whiteford H & Mahoney J (2014). Mental health policy development and implementation. In: Patel V, Minas H, Cohen A & Prince M (eds.) *Global mental health: Principles and practice*. New York: Oxford University Press. pp 279-296.
14. Mehta N & Thornicroft G (2014). Stigma, discrimination, and promoting human rights. In: Patel V, Minas H, Cohen A & Prince M (eds.) *Global mental health: Principles and practice*. Oxford: Oxford University Press. pp 401-424.

**Other resources**
A full list of essential, recommended and further reading is given for each session.

## Teaching for Disabilities and Learning Differences

The module-specific site on Moodle provides students with access to the majority of the module learning materials, including a study guide and online reading list (detailing both essential and recommended readings), and additional resources including supplementary exercises and optional lecture recordings. In some cases, module materials include a text book that is made available to students in e-format. All materials posted up on Moodle areas, including computer-based sessions, have been made accessible where possible. The LSHTM Moodle has been made accessible to the widest possible audience, using a VLE that allows for up to 300% zoom, permits navigation via keyboard and use of speech recognition software, and that allows listening through a screen reader. All students have access to "SensusAccess" software which allows conversion of files into alternative formats.

For Students studying University of London Awards (initial registration 2025/2026 and prior years): For students with special needs, reasonable adjustments and support can be arranged – details and how to request support can be found on the University of London Worldwide website at: Inclusive practice and Access arrangements | University of London

For Students Studying LSHTM awards (registration 2026/2027 and onwards): For students who require learning or assessment adjustments and support this can be arranged through the Student Support Services – details and how to request support can be found on the LSHTM Disability Support pages.