

MODULE SPECIFICATION

1. Overview

Academic Year (student cohort covered by specification)	2019-20			
Module Code	2341			
Module Title	Introduction to Global Mental Health			
Module Organiser(s)	Ritsuko Kakuma			
Faculty	Epidemiology & Population Health			
FHEQ Level	Level 7 (postgraduate Masters 'M' level) of the QAA Framework for Higher Education Qualifications in England, Wales & Northern Ireland (FHEQ)			
Credit Value	CATS	15	ECTS	7.5
HESA Cost Centre	TBC			
HECoS Code	TBC			
Term of Delivery	Term 1			
Mode of Delivery	Face-to-face			
Mode of Study	Full time			
Language of Study	English			
Pre-Requisites	None			
Accreditation by Professional Statutory and Regulatory Body	Not currently accredited by any other body			
Module Cap (Maximum number of students)	50 (numbers may be capped due to limitations in facilities or staffing)			
Target Audience	This module is intended for students who wish to develop an understanding of the field of Global Mental Health. It is compulsory for students enrolled in the MSc in Global Mental Health. It may also be taken by students in other LSHTM MScs or RD students. Students may or may not have had prior academic or professional exposure to the field.			
Module Description	This module introduces students to the field of global and public mental health. It is assessed by examination and written assignment, and is compulsory for students on the MSc Global Mental Health. It is also open to students on other programmes who wish to develop an understanding of global mental health.			
Duration	10 weeks			
Timetabling slot	Term 1			
Last Revised (e.g. year changes approved)	May 2019 by Ritz Kakuma			

2. Programme(s) that this module is part of

Programme (Lead programme first)	Status (Compulsory/Recommended Option)
MSc Global Mental Health	Compulsory

3. Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to introduce students to the field of global and public mental health and its key issues. The students will be introduced to some of the major initiatives in this area at global, regional, national and sub-national levels.

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: <ol style="list-style-type: none"> 1. Apply their knowledge of the following from global/public health and cultural perspectives <ol style="list-style-type: none"> a. the key trends and determinants of mental health and mental ill-health; b. the burden of mental disorders and psychosocial disabilities; c. the contemporary approaches and frameworks to mental health system strengthening e.g., policy, plans and legislation, financing, promotion, prevention, service planning and delivery, advocacy, human resources for mental health, information system and research; 2. Critically examine the adequacy and appropriateness of mental health systems in a particular context: and 3. Assess current and future mental health needs of a particular population for promotion, prevention, detection, treatment, rehabilitation and social support.

4. Indicative Syllabus

Session Content
<p>This module will provide an overview of the history of the field of global mental health, the trends and determinants of mental health and ill-health; the inter-connection between mental health and physical health, between mental ill-health and premature mortality and disability; its association with socio-cultural factors as well as human security; its differential conceptualisation and manifestations across cultures; and the individual, familial, societal and global implications of mental disorders. The module will also cover leading contemporary frameworks, theories and approaches to mental health system development and implementation; and the importance of a holistic and whole-of-society approach. The students will be introduced to some of the major initiatives in this area at global, regional, national and sub-national levels.</p> <p>The module will introduce students to the current evidence and understanding of: 1) the field of global mental health; 2) the burden of mental, neurological and substance use disorders; and 3) contemporary approaches to mental health system strengthening in low-resourced and/or culturally-diverse contexts.</p>

5. Teaching and Learning

Guidance Note: One academic credit point is equivalent to 10 notional learning hours, therefore a 15-credit module represents 150 notional learning hours.

Please see points 23-28 of the LSHTM Teaching Policies: Course and Module Design Code of Practice (https://lshtm.sharepoint.com/Teaching-and-Support/Documents/tpols_cop_courseandmoduledesign.pdf) for further guidance.

Notional Learning Hours		
Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	55	37%
Directed self-study	30	20%
Self-directed learning	30	20%
Assessment, review and revision	35	23%
Total		

Teaching and Learning Strategy

The teaching and learning strategy is based on a combination of lectures and hands-on practical sessions. Lectures are typically discussion-based to encourage peer-exchange and learning and the practicals provide students with hands-on experience to apply the knowledge to specific tasks and debate important contemporary issues with which the field of global mental health is grappling. Students are required to submit a 1000 word unassessed essay during the module on the state of mental health care in a particular context (chosen by the student) and set recommendations on priorities for action and in June, undergo exams to demonstrate their knowledge of the field of global mental health how to apply the three ILOs outlined above.

Indicative Breakdown of Contact Time

Type of delivery	Total (hours)
Lecture	30
Seminar	0
Tutorial	25
Computer Practical	0
Laboratory Practical	0
Fieldwork	0
Project Supervision	0
Total	55

6. Assessment

Assessment Strategy

Formal assessment of this module is by written examination.

Students will also be required to submit a written assignment (1,000 words); however, this will not count towards the final grade.

Summative assessment

Assessment Type <i>(delete as appropriate)</i>	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Coursework	1,000 words	0%	1-3
Exam (Papers 1 & 2)		100%	1-3

Resitting assessment

Resits will accord with the LSHTM's [Resits Policy](#)

Assessment of students enrolled for an LSHTM MSc will take place in the summer term in early/mid June.

Students who are required to resit, or are granted a deferral or new attempt, will do so via the following year's formal exam in early/mid June.

7. Resources

Indicative reading list *(if applicable)*

Module information can be found on the Virtual Learning Environment (Moodle) containing information about each session and key references for the module. A recommended reading list is provided.

Students may wish to purchase the textbook '*Global Mental Health: Principles and Practice*' (Oxford University Press 2013).

8. Teaching for Disabilities and Learning Differences

All lectures are recorded and made available on Moodle, all readings and lecture slides will be made available prior to the lectures as much as possible (pending lecturer preference / teaching style).