



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2020-21
Module Code	2341
Module Title	Introduction to Global Mental Health
Module Organiser(s)	Ritsuko Kakuma
Faculty	Epidemiology and Population Health
FHEQ Level	Level 7
Credit Value	CATS: 15 ECTS: 7.5
HECoS Code	100985 : 100473 : 100962
Term of Delivery	Term 1
Mode of Delivery	For 2020-21 this module will be delivered online only. Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification these will be delivered using an online platform. There will be a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning).
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	None
Accreditation by Professional Statutory and Regulatory Body	n/a
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 audited 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.
Duration	10 weeks
Timetabling slot	Term 1
Last Revised (e.g. year changes approved)	September 2020

Programme(s)	Status
This module is linked to the following programme(s)	
MSc Global Mental Health	Compulsory

Module Aim and Intended Learning Outcomes

Overall aim of the module
<p>The overall module aim is to:</p> <ul style="list-style-type: none"> • 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
<p>Upon successful completion of the module a student will be able to:</p> <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.

Indicative Syllabus

Session Content

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.

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.

Teaching and Learning

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	150	100

Student contact time refers to the tutor-mediated time allocated to teaching, provision of guidance and feedback to students. This time includes activities that take place in face-to-face contexts such as lectures, seminars, demonstrations, tutorials, supervised laboratory workshops, practical classes, project supervision as well as where tutors are available for one-to-one discussions and interaction by email. Student contact time also includes tutor-mediated activities that take place in online environments, which may be synchronous (using real-time digital tools such as Zoom or Blackboard Collaborate Ultra) or asynchronous (using digital tools such as tutor-moderated discussion forums or blogs often delivered through the School's virtual learning environment, Moodle).

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive and self-directed study.

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 1) submit a 1,000-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 2) in June, undergo exams to demonstrate their knowledge of the field of global mental health how to apply the three ILOs outlined above.

Assessment

Assessment Strategy

The assessment for this module has been designed to measure student learning against the module intended learning outcomes (ILOs) as listed above. Formative assessment methods may be used to measure students' progress. The grade for summative assessment(s) only will go towards the overall award GPA.

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	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)	1 question in Paper 1	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.



Resources

Indicative reading list

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).

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).

The module-specific site on Moodle provides students with access to lecture notes and copies of the slides used during the lecture prior to the lecture (in pdf format). All lectures are recorded and made available on Moodle as quickly as possible. 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 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](#).