



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2020-21
<b>Module Code</b>	2342
<b>Module Title</b>	Design and Evaluation of Mental Health Programmes
<b>Module Organiser(s)</b>	Dr Daniela Fuhr, Dr Dixon Chibanda
<b>Faculty</b>	Epidemiology and Population Health
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<b>CATS:</b> 15 <b>ECTS:</b> 7.5
<b>HECoS Code</b>	100962 : 100473 : 100471
<b>Term of Delivery</b>	Term 2
<b>Mode of Delivery</b>	For 2020-21 this module is delivered online.  Teaching will comprise a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning).
<b>Mode of Study</b>	Full-time
<b>Language of Study</b>	English
<b>Pre-Requisites</b>	None
<b>Accreditation by Professional Statutory and Regulatory Body</b>	None
<b>Module Cap (Maximum number of students)</b>	50 (numbers may be capped due to limitations in facilities or staffing)
<b>Target Audience</b>	This module is intended for students who wish to be able to design and evaluate mental health programmes. The module is compulsory for MSc Global Mental Health students.  Students should have taken the "Introduction to Global Mental Health" and "Evidence Synthesis in Global Mental Health" modules in Term 1, and the "Epidemiology for Mental health Research" module. Exceptions may be made taking into account the previous experience of a student who has not taken these modules.
<b>Module Description</b>	This module seeks to develop students with the skills and knowledge to design and evaluate mental health programmes. The focus of the module is on methods to design and evaluate



	mental health programmes, and follows the MRC framework for developing and evaluating complex interventions. Key concepts such as formative research, pilot studies and definitive evaluations are taught in lectures, and these are consolidated by case studies and practical group exercises.
<b>Duration</b>	5 weeks at 2.5 days per week
<b>Timetabling slot</b>	Slot D2
<b>Last Revised (e.g. year changes approved)</b>	September/2020

<b>Programme(s)</b>	<b>Status</b>
This module is linked to the following programme(s)	
MSc Global Mental Health	Compulsory
MSc Public Health	Recommended
MSc Public Health for Development	Recommended

## Module Aim and Intended Learning Outcomes

<b>Overall aim of the module</b>
<p>The overall module aim is to:</p> <ul style="list-style-type: none"> <li>Attract and work with students who are committed to integrating packages of care for mental disorders into routine platforms of care. For students taking the MSc in Global Mental health, this module will provide an excellent foundation for ‘the “Theory to Practice in Global Mental Health” module (run in term 3), as well as providing an excellent grounding in intervention development and evaluation for other students.</li> </ul>

<b>Module Intended Learning Outcomes</b>
<p>Upon successful completion of the module a student will be able to:</p> <ol style="list-style-type: none"> <li>Describe and critically assess the integration of packages of care for mental disorders into different platforms of care (for e.g. into primary care, maternal healthcare or into platforms of care for other communicable and non-communicable diseases such as HIV or diabetes) to create mental health programmes, with a focus on low resource settings;</li> <li>Be fluent in the application of a framework to evaluate the effectiveness of delivering a mental health programme;</li> <li>Understand how to integrate a package of care for a specific mental disorder into a platform of healthcare delivery, provide an accompanying formative research plan and evaluation strategy, with a supporting rationale based upon a synthesis of the knowledge gained from the module overall and provide a critical evaluation of the strengths and limitations of the approach.</li> </ol>

## Indicative Syllabus

### Session Content

The module is expected to cover the following topics:

#### ILO 1

- Principles of integrating packages of care for mental disorders into platforms of care.
- Resources (human, financial and other) required for delivery of mental health programmes

#### ILOs 2 & 3

- A series of case studies illustrating mental health programmes which integrate packages of care for mental disorders into platforms of care (for e.g. HIV, maternal health care, NCD care or humanitarian contexts).
- Formative research and piloting to design a mental health programme by integrating a package of care for a mental disorder into a platform of healthcare delivery
- Evaluation of mental health programmes including effectiveness and process evaluations

## Teaching and Learning

### Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	65	43
Directed self-study	25	17
Self-directed learning	30	20
Assessment, review and revision	30	20
<b>Total</b>	<b>150</b>	<b>100</b>

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 (online or on-campus) and self-directed study.



### Teaching and Learning Strategy

Teaching will comprise lectures, seminars, and group work exercises. The module will follow the steps as outlined in the MRC framework for developing and evaluating complex interventions, and will focus on the formative research needed to develop and design mental health programmes, pilot studies and definite evaluations. Primarily, the focus of the module will be on mixed methods to design interventions, and randomised controlled trials for evaluation. There will be lectures providing the theoretical basis of each methodological step; and then to consolidate learning, students will work in groups to put learned skills into practice. Case studies (primarily from low- and middle-income countries) will be presented to illustrate concepts and applications. The main further avenues of student learning comprise private study of material in readers or on reading list, research and reading beyond provided material, and preparation of their group and individual coursework.

### 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. The grade for summative assessment(s) only will go towards the overall award GPA.

For their summative assessment, students will be asked to write an essay to design and evaluate a mental health programme in a specific setting. Students are free to choose the intervention and the setting in which it will take place. The assessment for this module will be online (submission of essay via Moodle).

#### Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Coursework/Essay	2000 words	100	1 – 3

#### Resitting assessment

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

Resit/deferred/new attempts - The assessment will be an essay on a different topic from the original assessment. Resit/deferred/new attempts at the assessment will take place during September of the current academic year. The assignment will be issued at the start of September.



## Resources

### Indicative reading list

Patel V, et al. (2016). Addressing the burden of mental, neurological, and substance use disorders: key messages from Disease Control Priorities, 3rd edition. *The Lancet* 387: 1672-1685.

Singla et al (2017). Psychological treatments for the World: Lessons from Low and Middle-income countries. *Annu Rev Clin Psychol*, 13:149-81.

Patel V, et al. (2013). Grand Challenges: Integrating Mental Health Services into Priority Health Care Platforms. *PLoS Med* 10: e1001448.

Craig P, et al. (2008). Developing and evaluating complex interventions: The new Medical Research Council guidance. *BMJ* 337: a1655.

Asher L, Fekadu A, Hanlon C, Mideksa G, Eaton J, Patel V, De Silva MJ. Development of a Community-Based Rehabilitation Intervention for People with Schizophrenia in Ethiopia. *PLoS One*. 2015 Nov 30;10(11):e0143572. doi: 10.1371/journal.pone.0143572.

Beran D et al. Moving from formative research to co-creation of interventions: insights from a community health system project in Mozambique, Nepal and Peru *BMJ Glob Health*. 2018 Nov 16;3(6):e001183. doi: 10.1136/bmjgh-2018-001183.

Nadkarni A, Velleman R, Dabholkar H, et al. The Systematic Development and Pilot Randomized Evaluation of Counselling for Alcohol Problems, a Lay Counselor-Delivered Psychological Treatment for Harmful Drinking in Primary Care in India: The PREMIUM Study. *Alcoholism: Clinical and Experimental Research*. 2015;39(3):522-531.

Bernal G, Jiménez-Chafey MI, Domenech Rodríguez MMJPPR, Practice. Cultural adaptation of treatments: A resource for considering culture in evidence-based practice. 2009;40(4):361

### Other resources

Detailed and comprehensive material is provided for the module including lecture notes, slides, practicals and solutions. Additional material is also provided in the form of self-directed notes and practicals as well as a comprehensive reading list.



## Teaching for Disabilities and Learning Differences

The module-specific site on Moodle gives students access to lecture notes and copies of the slides used during the lecture. Where appropriate, lectures are recorded and made available on Moodle. All materials posted on Moodle, including computer-based sessions, have been made accessible where possible.

LSHTM Moodle is accessible to the widest possible audience, regardless of specific needs or disabilities. More detail can be found in the [Moodle Accessibility Statement](#) which can also be found within the footer of the Moodle pages. All students have access to "SensusAccess" software which allows conversion of files into alternative formats.

Student Support Services can arrange learning or assessment adjustments for students where needed. Details and how to request support can be found on the [LSHTM Disability Support pages](#).