



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2025-26
Module Code	2342
Module Title	Design and Evaluation of Mental Health Programmes
Module Organiser(s)	Dr Urvita Bhatia & Dr Petra Gronholm
Faculty	Epidemiology and Population Health
FHEQ Level	Level 7
Credit Value	CATS: 15 ECTS: 7.5
HECoS Code	100962 : 100473 : 100471
Term of Delivery	Term 2
Mode of Delivery	This module will predominantly be delivered by face-to-face teaching modes. It will include a combination of several teaching methods including synchronous learning (lectures, seminars, practical hands-on group activities, Q&A sessions), and asynchronous learning (self-directed study, recordings, other materials for review in own time).
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	None
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (indicative number of students)	50 (numbers may be capped due to limitations in facilities or staffing)
Target Audience	<p>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.</p> <p>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.</p>
Module Description	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.
Duration	5 weeks at 2.5 days per week
Timetabling slot	Slot D2
Last Revised (e.g. year changes approved)	July 2025

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

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"> 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.

Module Intended Learning Outcomes
<p>Upon successful completion of the module a student will be able to:</p> <ol style="list-style-type: none"> 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; Be fluent in the application of a framework to evaluate the effectiveness of delivering a mental health programme; 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



Module Intended Learning Outcomes

knowledge gained from the module overall and provide a critical evaluation of the strengths and limitations of the approach.

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
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.

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

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 given a short answer question assessment based on the content of the Module. The assessment for this module will be online (submission via Moodle).

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Short answer questions	~15 questions	100	1 – 3

Resitting assessment

Resits will accord with [Chapter 8a](#) of the LSHTM Academic Manual.



Resitting assessment

Resit/deferred/new attempts - The assessment will be a new set of short answer questions. 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

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.

Other resources

Detailed and comprehensive material is provided for the module on Moodle including lecture notes, slides, and recordings. Additional material is also provided in the form of materials for practical sessions.

Teaching for Disabilities and Learning Differences

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

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](#).

For students enrolled in the MSc in Global Mental Health, please set up assessments via King's College London who will then share the report with the LSHTM team to set up your LSHTM-specific arrangements (details available in the MSc in Global Mental Health Programme Handbook).