



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2022-23
<b>Module Code</b>	2341
<b>Module Title</b>	Introduction to Global Mental Health
<b>Module Organiser(s)</b>	Ritsuko Kakuma
<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>	100985 : 100473 : 100962
<b>Term of Delivery</b>	Term 1
<b>Mode of Delivery</b>	<p>For 2022-23 this module will be delivered by predominantly face-to-face teaching modes.</p> <p>Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification these will be delivered by predominantly face-to-face sessions. There will be a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning)</p>
<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>	n/a
<b>Module Cap (indicative 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 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. For those new to mental health, it is recommended that they

	have some knowledge about mental health conditions as this will not be covered in the module.
<b>Module Description</b>	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.
<b>Duration</b>	10 weeks
<b>Timetabling slot</b>	Term 1
<b>Last Revised (e.g. year changes approved)</b>	August 2022

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

## 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>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.</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>Apply their knowledge of the following from global/public health and cultural perspectives: <ol style="list-style-type: none"> <li>the key trends and determinants of mental health and mental ill-health;</li> <li>the burden of mental disorders and psychosocial disabilities;</li> <li>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;</li> </ol> </li> <li>Critically examine the adequacy and appropriateness of mental health systems in a particular context: and</li> <li>Assess current and future mental health needs of a particular population for promotion, prevention, detection, and/or treatment.</li> </ol>

## 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 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.

## 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
<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.

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 1,200-word formative essay during the module on the burden of mental ill-health and state of mental



### Teaching and Learning Strategy

health care in a particular context (chosen by the student); and 2) undergo an unseen written exam.

## 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.

For the formative assessment, students will be required to submit a written assignment (1,200 words) in November. However, this will not count towards the final grade.

Formal (summative) assessment of this module is a timed, unseen written examination that will take place online, in the week before the start of Term 2 teaching in January.

### Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Unseen Timed Written Assessment	1 hour	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 week before the start of Term 2 teaching in January. Students who are required to resit, or are granted a deferral or new attempt, will do so via a new timed assessment before the end of the academic year, timing to be confirmed.



## 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 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 follow the MSc-specific processes for arranging disability support, specifically for assessments via King's College London (details available in the MSc in Global Mental Health Programme Handbook).