



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2023-24
<b>Module Code</b>	GHM202
<b>Module Title</b>	Global Mental Health
<b>Module Organiser(s)</b>	Abhijit Nadkarni
<b>Faculty</b>	<a href="#">Public Health &amp; Policy</a> : London School of Hygiene & Tropical Medicine
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<b>CATS</b> 15 <b>ECTS</b> 7.5
<b>HECoS Code</b>	100648
<b>Mode of Delivery</b>	Distance Learning
<b>Mode of Study</b>	Directed self-study, through online materials via the Virtual Learning Environment
<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>	None
<b>Target Audience</b>	An elective module for students on DL MSc/PG Dip Global Health Policy and MSc/PG Dip Public Health. The module is also available as a stand-alone individual module for anyone interested in developing a critical understanding of the emerging field of global mental health.
<b>Module Description</b>	This module aims to introduce students to key issues in Global Mental Health and to provide a critical understanding of this emerging field. In this module we will critically assess the global burden of mental, neurological and substance use disorders in terms of disability, mortality and economic losses; explain the relevance of mental health to key issues in global health and development, compare and contrast different approaches to mental health promotion, prevention

	and treatment, and critically evaluate local and global priorities for mental health research, policy and services.
<b>Duration</b>	Moodle is open to access from 2nd October. Students then plan their own studies between October and June.
<b>Last Revised (e.g. year changes approved)</b>	April 2023

<b>Programme(s)</b> This module is linked to the following programme(s)	<b>Status</b>
PGDip/MSc Global Health Policy (Distance Learning - University of London)	Elective

## Module Aim and Intended Learning Outcomes

<b>Overall aim of the module</b>
The overall module aim is to: <ul style="list-style-type: none"> <li>introduce students to key issues in Global Mental Health and to provide a critical understanding of this emerging field.</li> </ul>

<b>Module Intended Learning Outcomes</b>
Upon successful completion of the module a student will be able to: <ol style="list-style-type: none"> <li>critically assess the global burden of mental, neurological and substance use disorders in terms of disability, mortality and economic losses;</li> <li>explain the relevance of mental health to key issues in global health and development;</li> <li>compare and contrast different approaches to mental health promotion, prevention and treatment;</li> <li>critically evaluate local and global priorities for mental health research, policy and services.</li> </ol>

## Indicative Syllabus

<b>Session Content</b>
The module is expected to cover the following topics: <ul style="list-style-type: none"> <li>Emergence of Global Mental Health;</li> <li>Priority Mental, Neurological and Substance Use Disorders;</li> <li>Culture and Critiques of Global Mental Health;</li> <li>Resources for Mental Health;</li> <li>Policy and Legislative Frameworks for Mental Health;</li> </ul>

### **Session Content**

- Social and Biological Risk Factors for Mental, Neurological and Substance Use Disorders;
- Mental Health and Humanitarian Crises;
- Human Rights and Stigma;
- Prevention of Mental, Neurological and Substance Use Disorders, and Promotion of Psychological Wellbeing;
- Suicide;
- Strategies to Scale Up Services;
- Priorities in Global Mental Health.

## **Teaching and Learning**

### **Notional Learning Hours**

<b>Type of Learning Time</b>	<b>Number of Hours</b>	<b>Expressed as Percentage (%)</b>
Directed self-study	72	48
Self-directed learning	28	19
Assessment, review and revision	50	33
<b>Total</b>	<b>150</b>	<b>100</b>

### **Teaching and Learning Strategy**

Learning is self-directed against a detailed set of learning objectives using the materials provided. Module tutors provide asynchronous support for students by replying to students' questions in open online discussion forums and facilitating discussion. Students are also strongly encouraged to participate in live webinars available on Moodle to obtain tutor support, and to make use of LSHTM online library resources. In addition, written feedback is provided on submitted formative assignments.

## Assessment

### Assessment Strategy

Formal assessment of this module includes: 1) an annotated bibliography on a topic of importance to mental health policy in a specific country or region (30%); and, 2) a policy report on the same topic and country or region (70%). If students fail the module overall, they are allowed one further attempt at the failed element (assessment).

### Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Assessed Assignment 1 – Annotated Bibliography	Maximum of 10 citations and maximum 1,500 words for the assignment.	30	1, 4
Assessed Assignment 2 – Policy Report	2,500 words	70	2, 3

Assignments for this module can be submitted only once annually. The submission deadline for the annotated bibliography is 14 February. The submission deadline for the policy report is 12 May. All assignments must be submitted via the online Assignment Management System.

### Resitting assessment

Resits will follow the LSHTM Resits Policy, which is published at the start of each academic year. The current policy can be found here: [Resits Policy](#).

## Resources

### Indicative reading list

1. Kohrt, B. A. (2021). Historical Origins of Global Mental Health. In *Global Mental Health Ethics* (pp. 17-30). Springer, Cham.  
[https://courseplus.jhu.edu/filedepot/onlinelibrary/745/Kohrt2021\\_Chapter\\_HistoricalOriginsOfGlobalMenta.pdf](https://courseplus.jhu.edu/filedepot/onlinelibrary/745/Kohrt2021_Chapter_HistoricalOriginsOfGlobalMenta.pdf)
2. Kola, L., Kohrt, B. A., Hanlon, C., Naslund, J. A., Sikander, S., Balaji, M., ... & Patel, V. (2021). COVID-19 mental health impact and responses in low-income and middle-income countries: reimagining global mental health. *The Lancet Psychiatry*.
3. Bemme, D., & Kirmayer, L. J. (2020). Global mental health: interdisciplinary challenges for a field in motion. *Transcultural psychiatry*, 57(1), 3-18.
4. Maulik, P. K., Thornicroft, G., & Saxena, S. (2020). Roadmap to strengthen global mental health systems to tackle the impact of the COVID-19 pandemic. *International Journal of Mental Health Systems*, 14(1), 1-13.
5. Bangpan, M., Felix, L., & Dickson, K. (2019). Mental health and psychosocial support programmes for adults in humanitarian emergencies: a systematic review and meta-analysis in low and middle-income countries. *BMJ global health*, 4(5), e001484.
6. Naghavi M. (2019) Global, regional, and national burden of suicide mortality 1990 to 2016: systematic analysis for the Global Burden of Disease Study 2016. *BMJ*, 364, l94
7. Lund, C., Brooke-Sumner, C., Baingana, F., Baron, E. C., Breuer, E., Chandra, P., ... & Saxena, S. (2018). Social determinants of mental disorders and the Sustainable Development Goals: a systematic review of reviews. *The Lancet Psychiatry*, 5(4), 357-369.
8. Patel V, Saxena S, Lund C, Thornicroft G, ... Unützer J (2018). 'The journey so far': The Lancet Commission on global mental health and sustainable development. *Lancet*, 392, 1553-4.
9. Cohen A, Patel V & Minas H (2014). A brief history of global mental health. In: Patel V, Minas H, Cohen A & Prince M (eds.) *Global mental health: Principles and practice*. New York: Oxford University Press.
10. Gureje O & Stein D (2014). Disorders, diagnosis and classification. In: Patel V, Minas H, Cohen A & Prince M (eds.) *Global mental health: Principles and practice*. Oxford: Oxford University Press.
11. Kirmayer LJ, Swartz L. Culture and global mental health. In: Patel V, Minas H, Cohen A, Prince M, editors. *Global Mental Health: Principles and Practice*. Oxford: Oxford University Press; 2014. p. 41-62
12. Maulik PK, Daniels AM, McBain R & Morris J (2014). Global mental health resources. In: Patel V, Minas H, Cohen A & Prince M (eds.) *Global mental health: Principles and practice*. Oxford: Oxford University Press. pp 167-192.
13. Lund C, Caldas De Almeida JM, Whiteford H & Mahoney J (2014). Mental health policy development and implementation. In: Patel V, Minas H, Cohen A & Prince M (eds.) *Global*

- mental health: Principles and practice*. New York: Oxford University Press. pp 279-296.
14. Mehta N & Thornicroft G (2014). Stigma, discrimination, and promoting human rights. In: Patel V, Minas H, Cohen A & Prince M (eds.) *Global mental health: Principles and practice*. Oxford: Oxford University Press. pp 401-424.

### **Other resources**

A full list of essential, recommended and further reading is given for each session.

## **Teaching for Disabilities and Learning Differences**

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.

For students with special needs, reasonable adjustments and support can be arranged – details and how to request support can be found on the [Inclusive Practice/Access Arrangements page](#) of the University of London website.