MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2021-22
Module Code	3461
Module Title	Global Disability and Mental Health
Module Organiser(s)	Professor Hannah Kuper, Dr Morgon Banks and Nathaniel Scherer
Faculty	Infectious & Tropical Diseases
FHEQ Level	Level 7
Credit Value	**CATS** 15 **ECTS** 7.5
HECoS Code	101317
Term of Delivery	Term 2
Mode of Delivery	For 2021-22 this module will be delivered by a combination of online and face to face teaching modes. Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification these will be delivered using either an online platform or face to face sessions in LSHTM. 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	None
Module Cap (Indicative number of students)	40 (numbers may be capped due to limitations in facilities or staffing)
Target Audience	This module is intended for those interested in the relevance of disability and mental health to epidemiology, global public health and health policy, and vice versa. It is equally suitable for students with or without a background in disability, mental health and allied professions. This module is potentially available to all MSc programmes at the discretion of the Programme Director.
Module Description	This module focuses on the intersection between disability, mental health and global health. The module provides an overview of the epidemiology of and methods for measuring

	disability, mental health and specific impairment types, as well as discusses access of people with disabilities, including those with mental health conditions, to general and disability-specific healthcare.
Duration	5 weeks at 2.5 days per week
Timetabling slot	Slot D2
Last Revised (e.g. year changes approved)	August 2021

Programme(s) This module is linked to the following programme(s) *(Lead programme first)*	Status *(Compulsory/Recommended Option)*
MSc Public Health for Development	Recommended Option
MSc Public Health for Eye Care	Recommended Option
MSc Tropical Medicine & International Health	Recommended Option

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: • familiarise students with the importance of disability and mental health in the global context, with a particular focus on aspects relevant to health and on low- and middle-income countries.

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: 1. Discuss the epidemiology of disability, mental health conditions, and specific impairments, including the application of different measurement tools for identifying people with disabilities, including those with mental health conditions; 2. Demonstrate a systematic understanding of the general and specific health needs of people with disabilities, including those with mental health conditions; 3. Critically evaluate access to and impact of health services amongst people with disabilities, including those with mental health conditions or multiple impairments, taken into consideration barriers and enablers to access; 4. Interpret and apply evidence for promoting public health interventions inclusive of people with disabilities and mental health conditions.

Indicative Syllabus

Session Content
The module is expected to cover the following topics: • **Conceptualising disability**: What is disability? What are the common conceptual models of disability? What is mental health and how does it link to disability? • **Measuring disability and mental health**: What are the major types of impairment leading to disability, and what is their global distribution? How can disability and mental health be measured? • **Impacts on health**: Why are people with disabilities, including those with mental health conditions, at risk of poor health? What is access to health? What are the barriers to accessing health services for people with disabilities? How are Universal Health Coverage and disability linked? • **General and specific health needs for people with disabilities, including those with mental health conditions:** What is rehabilitation? What is assistive technology? How can we improve access to rehabilitation for people with disabilities? How can mental health services be provided in low resource settings? How can we improve access to general health services for people with disabilities, including those with mental health conditions and/or multiple impairments? • **Research and disability:** What are some of the additional ethical considerations for working with people with disabilities and/or mental health conditions? How can we investigate access to health services for people with disabilities? What are participatory methods? • **Disability, mental health and inclusive development**: Why are disability and mental health important, and why must they be considered for development?

Teaching and Learning

Notional Learning Hours		
Type of Learning Time	**Number of Hours**	**Expressed as Percentage (%)**
Contact time	42	28
Directed self-study	23	15
Self-directed learning	45	30
Assessment, review and revision	40	27
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 (online or on-campus) and self-directed study.

Teaching and Learning Strategy
The module consists of lectures and group work sessions using a range of interactive methods.

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. The assessment for this module will be online. The assessment will be a group presentation (40%) and an individual written essay (60%).

Summative assessment			
Assessment Type *(delete as appropriate)*	**Assessment Length (i.e. Word Count, Length of presentation in minutes)**	**Weighting (%)**	**Intended Module Learning Outcomes Tested**
Essay	2,000 words	60	
Group Presentation	15 minute presentation	40	

Resitting assessment
Resits will accord with the LSHTM's Resits Policy For individual students resitting a group assessment there will be an approved alternative assessment as detailed below.

Assessment being replaced	Approved Alternative Assessment Type	Approved Alternative Assessment Length (i.e. Word Count, Length of presentation in minutes)
Essay and Group Presentation.	Coursework	The task will be to write an individual essay on a new topic. A new essay topic will be provided 3 weeks prior to the hand-in date

Resources

Indicative reading list *(if applicable)*

- IDS Mental health for sustainable development: A topic Guide for Development Professionals. 2020. https://www.ids.ac.uk/publications/mental-health-for-sustainable-development-a-topic-guide-for-development-professionals/

- Missing Billion. The Missing Billion report. 2019. https://www.themissingbillion.org/

- WHO. World Report on Disability – Chapter 2: Disability a global picture. 2011. https://www.who.int/disabilities/world_report/2011/report.pdf

- WHO. World Report on Disability – Chapter 3: General healthcare. 2011. https://www.who.int/disabilities/world_report/2011/report.pdf

- The Lancet Commission on Global Mental Health and sustainable development. 2018. https://www.thelancet.com/commissions/global-mental-health

Other resources

Guidance note: Please list the other study resources for the module.

Teaching for Disabilities and Learning Differences

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.