



THE AGA KHAN UNIVERSITY

Mental Health Ambassadorship Micro-Certification

COURSE DEFINITION.



Brain & Mind Institute
from neuron to neighbourhood
Kenya | Pakistan

FACILITATORS

Zul Merali Founding Director

Dr Zul Merali is the Founding Director of the Brain and Mind Institute at the Aga Khan University. He is a neuroscientist and pharmacologist by training (McGill University, University of Ottawa and Wharton), with over 40 years of academic engagement. Has published over 250 peer-reviewed scientific publications. He has used his proven academic and entrepreneurial ability to add value to forward thinking organizations to help address the mental health problem, locally, nationally and globally. His objectives have been to build and/or re-engineer organizations to deliver outstanding results and motivating and encouraging others towards positive change.



Tayyeb Tahir Consultant Psychiatrist

Professor Tahir is passionate about bridging the gap between physical and mental illnesses, and has thus been involved in medical education, research, and training throughout his career. His research interests include delirium, medically unexplained symptoms, and depression. Tahir et al (2010) remains the only published placebo controlled RCT for treatment of delirium in a general hospital setting. This was also the title for his Doctorate in Medicine (MD) from Cardiff University. More recent publications on Liaison Psychiatry in Wales and economic analysis of CBT are evident of his interest in service development and quality improvement.



Lukoye Atwoli Associate Director

Professor Atwoli is the Dean of the Medical College, East Africa and a Professor in Psychiatry with extensive leadership, teaching, and academic research experience. He is the former Dean of the Moi University School of Medicine, where he excelled at building collaborations and partnerships between the School of Medicine and academic medical centres in Africa, Europe, and the US, transforming it into a regionally leading research and graduate medical school. Prof Atwoli has a Bachelor of Medicine and Bachelor of Surgery from Moi University. His residency (Master of Medicine) in Psychiatry was undertaken at the University of Nairobi. Prof Atwoli has a PhD from the Department of Psychiatry and Mental Health at the University of Cape Town in South Africa. He is a Visiting Scientist at the Harvard T. H. Chan School of Public Health and an Honorary Associate Professor at the Department of Psychiatry and Mental Health, University of Cape Town. He is an international Faculty member at the Global Health Institute, Duke University and an external examiner for multiple universities.



Fauziah Rabbani

Implementation Scientist

Dr Fauziah Rabbani, PhD (Karolinska Sweden), FRCP (Edin), FCPS (Pakistan), MPH (USA), MBBS (Karachi), is currently a Professor of Public Health at Aga Khan University (AKU) Karachi with affiliation at the Brain and Mind Institute (BMI) and Dept. of Community Health Sciences (CHS). She served as the Associate Vice Provost, Research from April 2017- May 2022 where she led both health & social sciences research administration across all multi-country geographies where AKU operates. She was responsible for providing administrative oversight at all stages of the grant life cycle and disseminating the impact of AKUs research through an annual magazine and reports to the AKU Board of Trustees.



Murad Khan

Suicide Prevention & Mental Health Consultant

Professor Murad Khan supports the Brain and Mind Institute's work on suicide prevention research, depression, and implementation science. He holds a PhD from University of London. Prior to his doctorate, Prof. Khan completed his MBBS from Dow Medical College, Karachi then furthered his psychiatric training and fellowship through King's College and Institute of Psychiatry, London. He is Professor Emeritus in the Department of Psychiatry, Aga Khan University (AKU), Karachi, Pakistan. He is also Associate Faculty at the Centre for Bioethics and Culture (CBEC), Karachi. Prof. Khan is the past President of the International Association for Suicide Prevention (IASP) 2017-2020, and continues to serve on the Board of IASP, where he contributes to the organization's global suicide prevention strategy.



Edna Bosire

Medical Anthropologist

Dr Edna Bosire holds a Masters Degree in Medical Anthropology from the University of Nairobi, Kenya and a PhD in Medical Anthropology and Public Health from the University of the Witwatersrand, South Africa.

Currently, she is a postdoctoral research scientist for the Blantyre Prevention Strategy (BPS) at Georgetown University, Centre for Innovation in Global Health (USA) & Kamuzu University of Health Sciences (formerly College of Medicine), Malawi. She is also a researcher at the Developmental Pathways for Health Research Unit (DPHRU) and School of Public Health, University of the Witwatersrand, Johannesburg, South Africa, where she holds an honorary appointment.



Aneel Singh Brar
Research Fellow

Aneel Brar, is a Research Fellow with the Brain and Mind Institute. His research focuses on maternal health, specifically on how social forces become embodied as mental and physical disorder among pregnant women and young mothers. Using anthropological methods, epidemiology, and implementation science, Aneel's objective is to translate research into policies and programs that decolonize global health practice, address structural violence, and advance health equity. He is a PhD candidate in Medical Anthropology at the University of Oxford, has a Master of Medical Sciences degree in Global Health Delivery from Harvard University, a Master of Arts in Political Science from McGill University, as well as Bachelor degrees in Cell Biology and Political Science from University of Calgary.



Rachel Maina
Research Associate

As a Research Associate, Ms. Maina Rachel Wanjiru supports the Brain and Mind Institute's research pillar to deliver targeted interventions. She is a qualified clinical psychologist with more than five years' experience in assessment and management of psychological disturbances in individual and group therapy. Rachel holds a Master of Science degree in Clinical Psychology from the University of Nairobi, Kenya and is currently pursuing her PhD at Tilburg University, Netherlands. She is skilled in training, assessment and management of mood disturbances, work related stressors, substance use, as well as anxiety related complications. Further, her competency encompasses management of research project's life cycle from pre award, implementation, closeout, as well as manuscript preparation and publication.



Maria Iqbal
Implementation Scientist

Dr Iqbal is a public health expert with several years of experience designing, implementing, and evaluating mental health interventions. She holds a Bachelor of Medicine, Bachelor of Surgery degree from Aga Khan University, Karachi, Pakistan, and a Master's in Public Health - Health and Behavior from the Harvard T. H. Chan School of Public Health in Boston, USA. Her expertise includes mental health prevention and promotion, community mental health and school and adolescent mental health. She co-founded Taskeen, Karachi, with the intent to increase access to mental health services. She has collaborated with local stakeholders to develop mental health prevention interventions and has been involved in strategy development and leading implementation for projects adapting and presenting mental health concepts for the lay public.



Manasi Kumar
Senior Implementation Scientist and Mental Health Consultant

Dr Manasi Kumar is the Brain and Mind Institute's (BMI) Senior Implementation Scientist and Mental Health Consultant. She holds a doctorate degree from the University of London (UCL), UK. Trained in theoretical psychoanalysis and implementation science informed evidence based mental health research in LMICs, she has lived and worked in diverse contexts of South Asia and East Africa. For the last 10 years she was involved in training of clinical psychologists and psychiatrists based at the Department of Psychiatry, University of Nairobi, Kenya, and has been involved in mental health capacity building efforts targeting specialists, non-specialist health workers globally.



Willie Wainaina Njoroge
Trainee, Mental Health

Willie Wainaina Njoroge holds a Master of Science degree in Applied Psychology from Central China Normal University and a Bachelor of Arts degree (Honors) in Clinical Psychology and Sociology from the University of Namibia. He is currently a PhD candidate in Applied Psychology at Southwest University, Chongqing, China. He is a seasoned academician who brings cumulative experience in applied psychology research, consultancy, leadership, and mentorship. His research interests include insomnia, rumination, sleep hygiene, mental health and psychosocial support, health psychology, smartphone addiction, psychological resilience, and well-being. He is also a member of the Kenya Counselling and Psychological Association and strongly advocates serving humanity in research-oriented mental health prevention, promotion, and psychosocial support.



Undela Uneeb
Research and Programme Coordination Intern

Undela Uneeb is in the final year of her undergraduate Psychology degree at the Institute of Professional Psychology (IPP) at Bahria University, Karachi. Besides, she has undergone various trainings under Umang Pakistan, The Connect Hut and Project Yaqeen on Active Listening, Listening Styles, and Psychological Crisis Intervention. During her internship at The Circle Pakistan, she collaborated with the team to bring new stakeholders on board to help reduce the stigma around mental illnesses in Pakistan. She has also been an Amal Academy Fellow, funded by the Acumen Fund, where she was voted the Circle Leader and worked with her cohorts to create an online career counselling platform - Rehnumai.



Key aspects of learner profile

The public with the following average requirements



No prior mental health knowledge



A high school education as a minimum requirement

Time Frame



8 Weeks
(36 Hours)

Course - Intended Learning Outcomes (ILO)



Examine and demystify the causes of mental illness by the understanding of the biopsychosocial model.



Discuss the difference between pity and sympathy, and empathy and compassion to inform behaviour that is inclusive



Apply the biopsychosocial approach to recognize the signs of distress and mental illness



Map out better strategies that allow for the inclusion of persons suffering from mental illness ultimately reducing stigma associated with mental illness



With the recognition of the signs of distress and mental illness, the ability to craft a pathway to care

Topics

This course aims to equip the members of the general public to identify persons with mental health concerns.



Week 1: Course Orientation

- 1st BMI Engage Activity
- Introductions
- Group Formation
- **Introduction to the weekly learning format**
- How to navigate the Virtual Learning Environment
- How to prepare adequately for the next class



Week 2: Determinants of Distress and Mental Illness

- Webinar with world experts on Stress and Trauma
- **Module 1: Introduction to the BPS model**
- Individual Reflective Activity



Week 3: Genetics, Epigenetics and Anxiety Disorder

- Webinar with world experts on Genetics and Epigenetics
- **Module 2: Anxiety Disorder**
- Individual Reflective Activity



Week 4: Depression and Mood Disorders

- Webinar with world experts on Addiction (Substance dependence)
- **Module 3: Depression and Mood Disorders**
- Individual Reflective Activity





Week 5: Dementia and Child Psychology

- No webinar this week
- **Module 4: Dementia and Child Psychology**
- Individual Reflective Activity



Week 6: Depression, Psychosis and Bipolar Disorder

- Webinar with WPA Lancet Commission on Depression Report African Pre-Launch
- **Module 5: Psychosis and Bipolar Disorder**
- Individual Reflective Activity



Week 7: Gut Microbiome and Brain Axis

- Webinar with world experts on the interconnectedness of physical and mental health
- Q & A session with experts
- Individual Reflective Activity



Week 8: Work Week

- Putting it all together
- Completing activities and tasks
- Providing and receiving peer feedback

Assessment tasks

1. Self-awareness surveys (inventories)
2. Individual case study assignments
3. Collaborative case study assignments
4. Reflective journaling
5. Research assignment associated with crafting pathways to care for mental illness and distress

Online Course Design and Facilitation Manual Alignment

Part A: Preparation

Step 1 – Getting to Know Online Learning

Step 2 – Getting to Know Yourself as an Online Educator

Step 3 – Getting to Know Your Online Learners

Part B: Design and Development

Step 4 - Mapping Your Online Course

Step 5 - Creating Course Learning Outcomes

Step 6 - Creating Course Assessments

Part C:

Step 7 – Facilitating Your Online Course

Alignment with Dee Fink's Taxonomy of Significant Learning

ILO 1	Foundational Knowledge	Exposure to content about mental illness and how they express
ILO 2	Application	Case studies to promote application of their understanding of the determinants of distress and mental illness
ILO 3	Integration	The crafting of a pathway to care on the recognition of distress and mental illness
ILO 4	Human Dimension Other Caring Lifelong Learning	Participants will be expected to work collaboratively to interrogate personal and collective understanding of distress and mental illness, as they identify avenues through which they can find help
ILO 5	Human Dimension Self	Beyond acquiring an understanding of mental illness, how to recognize it in themselves or others, participants will collaboratively work at crafting strategies that promote the inclusion of persons suffering from mental illness.

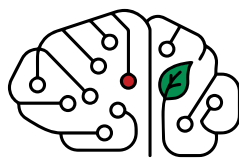
Learning Schedule:

	3:00 – 4:00 pm EAT 5:00 – 6:00 pm PKT	4:00 – 5:00 pm EAT 6:00 – 7:00 pm PKT	5:00 – 5:30 pm EAT 7:00 – 7:30 pm PKT	PERSONAL TIME		
Week 1 Sep 22 nd	Orientation		Course Orientation			
			Reflection Activity in Class	Complete (Pre) Stigma survey	Case Study 1 (Individual)	Pre-Assessment
Week 2 Sep 29 th	5:00 – 6:00 pm EAT Stress and Trauma	MODULE 1: Introduction to BPS Model				
		Introduction	Reflection Activity in Class	Case Study 1 (Individual)	Pre-Assessment	Case Study 2 (Group)
Week 3 Oct 6 th	Genetics and Epigenetics	MODULE 2: Stress & Anxiety				
		Introduction	Reflection Activity in Class	Case Study 1 (Individual)	Pre-Assessment	Case Study 2 (Group)
Week 4 Oct 13 th	Addiction and Mental Health	MODULE 3: Depression & Mood Disorders				
		Introduction	Reflection Activity in Class	Case Study 1 (Individual)	Pre-Assessment	Case Study 2 (Group)
Week 5 Oct 19 th		MODULE 4: Psychosis & Substance Misuse				
		Introduction	Reflection Activity in Class	Case Study 1 (Individual)	Pre-Assessment	Case Study 2 (Group)
Week 6 Oct 27 th	WPA Lancet Commission for Depression Africa Pre-Launch	MODULE 5: Dementia & Child Psychology				
		Introduction	Reflection Activity in Class	Research Pathways to Care (Group Assignment) Introduced in Week 1	<ul style="list-style-type: none"> Complete inventories Stigma Survey (Post) PHQ 9 Cohen Perceived Stress Scale Maslach burnout inventory Self-care and lifestyle balance inventory 	
Week 7 Nov 3 rd	Interconnectedness of Physical & Mental Health	Q & A with experts				
		Reflection Activity in Class	Research Pathways to Care (Group Assignment) Introduced in Week 1	<ul style="list-style-type: none"> Complete inventories Stigma Survey (Post) PHQ 9 Cohen Perceived Stress Scale Maslach burnout inventory Self-care and lifestyle balance inventory 		
Week 8 Nov 10 th	WPA Lancet Commission for Depression Africa Launch	Group Presentations on Pathways to Care				
		Reflection Activity in Class	1 Month Reflection Journal Programme			

Learning Flow Table

	Asynchronous Independent Learning	Asynchronous Group Learning	Synchronous Learning	Synchronous Independent Learning
# Of hours	8	8 - 12	16	4
The role of the course facilitators	<ol style="list-style-type: none"> 1. Provide comprehensive instructions for all activities 2. Develop and share assessment rubrics beforehand that have the following modes of communication <ul style="list-style-type: none"> - Video - Audio - Transcript 3. Ensure all content is accessible 4. Respond to emails in a timely manner (within 24 hours) 5. Provide meaningful and timely feedback to all assessments 	<ol style="list-style-type: none"> 1. Ensure groups have been distributed to promote inclusion and gender justice, therefore allowing for a robust experience for each group 2. Provide comprehensive instructions for all activities 3. Develop and share assessment rubrics beforehand that have the following modes of communication <ul style="list-style-type: none"> - Video - Audio - Transcript 4. Ensure all content is accessible 5. Respond to emails in a timely manner (within 24 hours) 6. Provide meaningful and timely feedback to all assessments 	<ol style="list-style-type: none"> 1. Design and facilitate active synchronous discussions 2. Ensure social presence 3. Adhere to the netiquette, inclusiveness, and reflection guidelines 4. Monitor discussions to clarify ideas and respond to questions and comments 5. Provide comprehensive instructions for all activities 6. Ensure all content is accessible 	<ol style="list-style-type: none"> 1. Issue research and reflective rubric beforehand 2. Create a conducive environment that promotes critical reflective observation 3. Provide comprehensive instructions

	Asynchronous Independent Learning	Asynchronous Group Learning	Synchronous Learning	Synchronous Independent Learning
# Of hours	8	8 - 12	16	4
Expectations of the potential Mental Health Ambassadors	<ol style="list-style-type: none"> 1. Dedicate sufficient time for review of content on the Virtual Learning Environment – content will be in form of videos/audios/transcripts, case studies and the completion of the self-awareness surveys 2. Adhere to the reflection guidelines 	<ol style="list-style-type: none"> 1. Adhere to the netiquette, and inclusiveness guidelines 2. Participate in the weekly asynchronous group sessions 	<ol style="list-style-type: none"> 1. Adhere to the netiquette, and inclusiveness guidelines 2. Dedicate sufficient time to participate fully in the course 3. Participate in the discussions and activities (we learn from one another) 	<ol style="list-style-type: none"> 1. Work through all the steps in the “Orientation” module <ul style="list-style-type: none"> - Your Thoughts? - Are You Ready? - Your Resources - Baseline Stigma Survey 2. Work through each weekly learning module completing the independent and asynchronous tasks by the suggested time 3. Complete all assessments on time 4. Reach out to the facilitators should issues arise



Brain & Mind Institute
from neuron to neighbourhood
Kenya | Pakistan