

**TITLE:** Supporting Mad students, instructors, and educational developers by theorizing a Mad(ness) Studies approach to educational development

**CONTACT INFORMATION:**

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**PROPOSAL SUMMARY**

This project will theorize a Mad(ness) Studies approach to educational development through:

- Document analysis of existing educational development resources pertaining to mental health (e.g. tip sheets, trainings, guidebooks, articles);
- Co-inquiry and focus group discussions with Mad-identified students; and
- Review and integration of Mad Studies and Mad pedagogical scholarship with educational development literature.

**1. CONTEXT OF STUDY**

Mad(ness) Studies, emerging over the last two decades, is an area of scholarship, analysis, and associated pedagogy focused on the experiences, history, culture, political organizing, narratives and people who identify as Mad or survivors /service users of the psychiatric system (Costa, 2014; Reville 2013). The first known Mad Studies course was introduced by Geoffrey Reaume (2006, 2019) in the Toronto community in 1992, later adapted into a post-secondary course on *Mad People's History* in 2000. While some instructor reflections on their Mad Studies /critical psychiatry teaching practices have since been published, most of these are in Mad/disability journals or those focused on K-12 teacher education and adult learning, with limited crossover and contribution thus far to wider scholarship of teaching and learning or educational development (e.g. Burstow, 2003; Castrodale, 2017, 2018; Church, 2013; Erevelles, 2015; Landry & Church, 2016; Poole & Grant, 2018; Price, 2011; Reaume, 2006, 2019; Reville, 2013; Snyder et al., 2019).

Alongside these developments in Mad Studies, the 'crisis' in student mental health and wellbeing has become a popular conversation on university campuses across Canada, with calls for standards on psychological health and safety for postsecondary students, and more training and professional development for educators (e.g. DiPlacito-DeRango, 2016; Mental Health Commission of Canada, 2020).

- While educational resources have been created to prepare faculty for this 'crisis' (e.g. Centre for Innovation in Campus Mental Health, n.d.; Renton, n.d; University of Toronto, 2018), they tend to adopt mainstream perspectives on mental illness/resilience with little engagement thus far with Mad Studies, Mad pedagogies, and the voices of Mad-identified students (e.g. Aubrecht, 2012; de Bie, 2019). This is not entirely surprising as the field of educational development has been observed to rely heavily on psychological theory (Manathunga, 2006).
- The application of Universal Design (UD) principles to educator training, including 'mental health' offerings, is a positive development (e.g. Centre for Teaching Excellence,

n.d.). These principles tend to support a non-medical focus on proactively designing environments to be more accessible for diverse learners (rather than perceiving individual bodies and minds as the ‘problem’), an approach that is more inclusive of Mad-identified students (Castrodale, 2018); however, even these trainings rarely integrate Mad Studies perspectives.

- Critical disability studies scholars have also begun to raise concerns about UD frameworks: D’Souza (2004) acknowledges how UD can fall under several mainstream paradigms (including functionalist, pragmatic, positivist, normative), not only critical ones, and is critiqued as largely atheoretical when those applying UD principles often neglect to name their paradigmatic assumptions. Hamraie (2016) is likewise concerned by UD’s adoption of a post-disability and disability-neutral perspective, where disability disappears in the expanded marketing of accessibility ‘for everyone’. Colleagues and I have observed a similarly troubling trend in a recent study on the uptake of our institution’s accessible education training (de Bie et al., in preparation).
- Additionally, while there is increasing attention within Mad Studies to the experiences of Mad-identified educators and faculty with mental health disabilities (e.g. Price, 2011; Price et al., 2017), there has thus far been limited discussion of how to best support these educators in the educational development literature, which tends to focus on students or more generally on faculty/educational developer wellbeing (Brinthaup et al., 2016; Trybus et al., 2019; for one exception see Oxenford & Kublenschmidt, 2011).

Overall then, a Mad Studies approach to educational development might build upon, extend, and deepen the criticality and scope of our existing opportunities for professional development to better support Mad students, instructors, and educational developers.

## 2. STUDY OUTLINE

### *Research Objectives*

This project aims to explore and develop a Mad approach to educational development by producing a scholarly paper, a set of relevant bibliographic annotations, and a public/plain language resource. By doing so it takes up calls to further advance equity, diversity, and inclusion (including attention to disability) in educational development (Fovet, 2016; Gabay, 2018; Grooters, 2014; Mitchell, 2016), and seeks to build on emergent writing on power-conscious, decolonial, anti-racist, feminist, working class, and disability studies approaches to educational development (e.g. Behari-Leak & Mokou, 2019; Bernhagen, 2019; Felten, Little, & Pingree, 2004; Gravett & Bernhagen, 2018; Lewis, 2000; Osei-Kofi, 2018; Plank, 2019; Trybus, Breneman, & Gravett, 2019).

### *Methodology*

- *Phase 1 - Data Collection (Sept-Dec 2020)*: In collaboration with several Mad-identified student partners who have participated in Mad community organizing and/or Mad Studies courses, we will generate feedback through document analysis and discussion of existing educational development resources pertaining to mental health (e.g. tip sheets, trainings, guidebooks, articles), including delights, critiques, concerns about what is missing, and visions for what could be. From 2012-2016 there was an active group of 200 Mad-

identified students in Hamilton, Ontario (the Hamilton Mad Students' Collective; see Mad Pride Hamilton, 2014) from which these student partners will be recruited. In addition to student partners as full collaborators, we will hold several virtual/online focus groups for Mad students to likewise consult on existing and desired future resources for educators.

- *Phase 2 - Theorization (Dec-March 2021)*: Based on our document analysis and collaborative discussions, and through engagement with Mad Studies and educational development scholarship, we will produce an academic article (target *IJAD*) on Mad Studies approaches to educational development.
- *Phase 3 - Resource Development (April-August 2021)*: We will generate (1) a set of annotations on Mad Studies scholarship on teaching and learning for the *Scholarship of Teaching and Learning: Annotated Literature Database* (<https://sotlannotations.com>); and (2) an accompanying resource on Mad educational development (presented and shared at STLHE/EDC's annual conference and through the EDC). This resource (e.g. a guide/toolkit/recommendations) may be used by educational developers in reflection on their own philosophies of educational development, the creation of training/resources for educators, and in work with faculty to consider mental health/madness in course design/delivery or scholarship of teaching and learning.

### **3. BENEFIT TO EDC & HIGHER EDUCATION COMMUNITY**

This project, to my knowledge, would be the first of its kind to develop a Mad perspective on educational development and introduce Mad-identified student voices to the educational development community.

- *EDC Values - Ethical practice, scholarly approach, open community*: The EDC seeks to take an ethical and scholarly approach that is open to diverse perspectives. Considering the epistemologies and pedagogies of Mad Studies, as developed by Mad students, instructors, and researchers, is vital to alignment with and the achievement of these goals. It is not possible to develop ethical and scholarly educational development approaches to supporting student (and educator) mental health without recognizing and attending to Mad expertise.
- *Growth Area 5.9 - Future Areas*: While not explicitly named in the EDC Living Plan, student (and staff) mental health and wellbeing is an important area of attention and concern on Canadian postsecondary campuses, especially given current conditions of isolation and remote learning/working environments during a global pandemic. The proposed project intends to contribute a critical analysis to this area, unpacking the specific contributions of a Mad approach to educational development.
- *Growth II - Community - Learning from Educational Development Peers*: The EDC seeks to draw on perspectives and learn from diverse contexts. Beginning to generate some points for discussion on Mad approaches to educational development will facilitate this learning from diverse standpoints.

### **4. FEASIBILITY**

I have contributed to Mad community organizing for over 10 years, completed my doctoral work

in the field, and have conducted a similar study to theorize a Mad approach to pedagogical partnership/the ‘Students As Partners’ movement (de Bie, 2020). This summer I am beginning to work with Mad students on a collaborative autoethnography, several of whom I hope to work with on this new project. We are successfully conducting our work through virtual/remote means, and I don’t foresee any interference of physical distancing requirements on these project plans.

*Budget*

BUDGET ITEM	COST
<p>1-2 student partners/co-researchers (undergraduate students):</p> <ul style="list-style-type: none"> <li>● Gathering and reviewing educational development resources re: mental health (20 hrs)</li> <li>● Planning/coordinating/facilitating focus groups (15 hrs)</li> <li>● Reviewing Mad Studies/educational development scholarship (21 hrs)</li> <li>● Writing paper on Mad Studies approach to educational development (30 hrs)</li> <li>● Resource development (30 hrs)</li> <li>● Team meetings (25 hrs)</li> </ul>	<p><b>\$2538 (141 hrs x *\$18 p.h)</b></p> <p>*This is the rate of pay for undergraduate students who participate in McMaster’s Student Partners Program.</p>
<p>Honoraria for focus group participants</p>	<p><b>\$450 (15 people x \$30)</b></p>
<p>PI and research supervision</p> <ul style="list-style-type: none"> <li>● Gathering and reviewing educational development resources re: mental health (15 hrs)</li> <li>● Ethics application (10 hrs)</li> <li>● Focus group facilitation and analysis (15 hours)</li> <li>● Engagement with Mad Studies/Ed Dev literature (20 hrs)</li> <li>● Theorization/write-ups (50 hrs)</li> <li>● Team meetings (20 hrs)</li> </ul>	<p><b>130 hours:</b> In kind contribution</p>
<p>I will also submit an application for support through my institution’s Student Partners Program to hire an additional 1-2 partners</p>	<p><b>111 hours (\$2000):</b> In-kind contribution</p>

<b>Total</b>	<b>\$2988</b>
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## AGREEMENTS

[X] I/~~We~~ agree to provide the EDC community, who funds this grant, with access to resulting information and resources for which the copyright remains with the author(s).

[X] I/~~We~~ acknowledge that I/~~we~~ will submit an interim report and a final deliverable (as described below).

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