

Master of Education in Leadership with a focus in Mental Health Education

Summer 2017 -2019

The StFX Faculty of Education is proposing to offer a *Master of Education in Leadership with a focus in Mental Health Education* for qualified in-service teachers and administrators beginning in Summer 2017. Mental Health Education in the Faculty of Education at StFX largely follows four pillars of mental health literacy:

- 1) To achieve and maintain positive mental health. At StFX this would include the study of topics such as social and emotional learning, resiliency, restorative practices and mindfulness in education.
- 2) To understand the signs and symptoms of mental distress and possible mental health disorders.* At StFX this would include the study of topics such as the crisis cycle and trauma-informed practices.
- 3) To decrease stigma.
- 4) To increase help and health-seeking efficacy.

Additionally, we are guided by social determinants of health research pointing to the powerful intersection of sociological conditions on mental health. We believe Mental Health Education is part of a greater 'equity literacy' because of the ways in which race, class, and gender for example, are interwoven with mental health. The Disability Rights Movement's slogan "Nothing About Us Without Us" enlivens this idea, reminding us to remain open to the complex nature of mental health.

This program will advance the leadership capabilities of participants to understand and promote Mental Health Education in public schools supporting the Nova Scotia Department of Education and Early Childhood Development's belief that Mental Health Education is a foundation for successful learning and living. This graduate degree program is for educators. As such the instructors in the program do not teach therapeutic/ counselling approaches or the tools and assessments used for mental health diagnosis.

Graduate students will be required to be on campus during the month of July 2017 to complete the first 2 courses. This face-to-face experience has proven to be a very successful part of the cohort experience, allowing the learning community to be built which is a great strength of the cohort. The remaining 10 courses in the program can be completed synchronously online using Collaborate/Moodle. Graduate students should ensure that they have adequate personal resources (computer and internet connections) to support distance learning. Laptops are preferred as tablets and notebooks are not able to access all the features of Collaborate. Online courses are held 7:00-10:00 pm (Atlantic Time).

Proposed program sequence and outline

LOCATION	SUMMER 2017	FALL 2017	WINTER 2018	SPRING 2018	SUMMER 2018	FALL 2018	WINTER 2019	SPRING 2019	SUMMER 2019
Face-to-Face	534 511								
Online via Collaborate /Moodle		521I	505	509	510 561	508	573	533	567 593

1. EDUC 534 - Introduction to Educational Foundations

This course provides graduate students with an opportunity to deepen their understanding and awareness of how issues of power and privilege have shaped their own and their students' lives. Educators will (re)think their pivotal role as leaders promoting Mental Health Education alongside larger issues of equity and social justice.

2. EDUC 511 - Mindfulness and Social Learning

In this course students will explore and engage with practices and research related to mindfulness in education. Mindfulness has been interpreted as the ongoing practice of being awake and aware to what is inside and around us in the present moment. At the same time, students will explore readings that demand our careful attention to what is also culturally and sociologically produced in current efforts to engage in mindfulness in education.

3. EDUC 521I – Current Research in Instruction: Approaches to Mental Health Education - Mental Health Literacy & Social Determinants of Health

This course provides an exploration of research and approaches to school-based mental health education. Students will explore the balance between supporting mental problems, illness and stigma to the positive support of mental health and inclusion in schools.

4. EDUC 505 - Introduction to Educational Research

This course introduces approaches to educational research, particularly as it relates to mental health education. It also includes a basic introduction to graduate student writing and literature review methodology.

5. EDUC 509 - Trauma Informed Practices

In this course participants will recognize and respond to the impact of traumatic stress on children and youth, caregivers, service providers, and one another. Participants will learn to infuse and sustain trauma awareness, knowledge, and skills into their classrooms and school cultures, practices, and policies. At the same time, students will explore readings that demand our careful attention to what is also culturally and sociologically produced in current efforts to engage in Trauma Informed Practices.

6. EDUC 510 - Restorative Approaches

The course will allow teachers and administrators to understand the principles of restorative approaches. This forward focused approach takes into account the context and causes of situations rather than focusing solely on specific incidents. This approach can foster a positive school climate.

7. EDUC 561- Leadership and Administrative Theories

This course is an introduction to theory, research and practice in educational administration. Emphasis is placed on the evolutionary nature of administrative theory and its role on the operation of the public school system. This course will have as a focus on how to provide graduate students with theory and practice that can advance the inclusion of Mental Health Education in public schools.

8. EDUC 508 – Critical Research Literacy

This course examines how to critically read, interpret, and evaluate educational research. Graduate students will also have the opportunity to explore and understand the research literature in relation to Mental Health Education. The questions raised in this course will form the basis of their capping experience in the program.

9. EDUC 573 - Professional Development and Supervision: Positive Mental Health/Mental Health Disorders/Bullying

This course will provide participants with an understanding of the role of instructional leadership in promoting personal and staff professional development and learning around issues of Mental Health Education within a professional learning community culture.

10. EDUC 533 – Dynamics of Change

This course provides graduate students with a deep understanding of the personal, social, political, emotional, and historical complexities of educational change and assists them in examining their place as change leaders in relation to Mental Health Education.

11. EDUC 567 - School Law: Legal Issues relating to Mental Health and Youth, Child & Family Services

This course provides an examination of legal issues in the field of mental health and youth, child and family services as they relate to school boards, administrators and teachers. Consideration will be given to recent legislation and court decisions related to the organization, policy and administration of school districts.

12. EDUC 593 – Directed Study: Capping Experience

This capping experience allows graduate students to work to develop a deepened understanding of an area of professional interest that has relevance to the advancement of Mental Health Education in their school or school board.

Information and Admission Procedures

Applications for this program will be accepted until **January 15, 2017**.

The application information can be found at

http://sites.stfx.ca/continuingeducation/master/application_forms.

For additional StFX admission inquiries please contact med@stfx.ca.

**Please note on the application that you are applying to the
Master of Education in Leadership – Mental Health Education cohort**