

Evaluating a Mental Health Youth Outreach Program's Instructional Effectiveness



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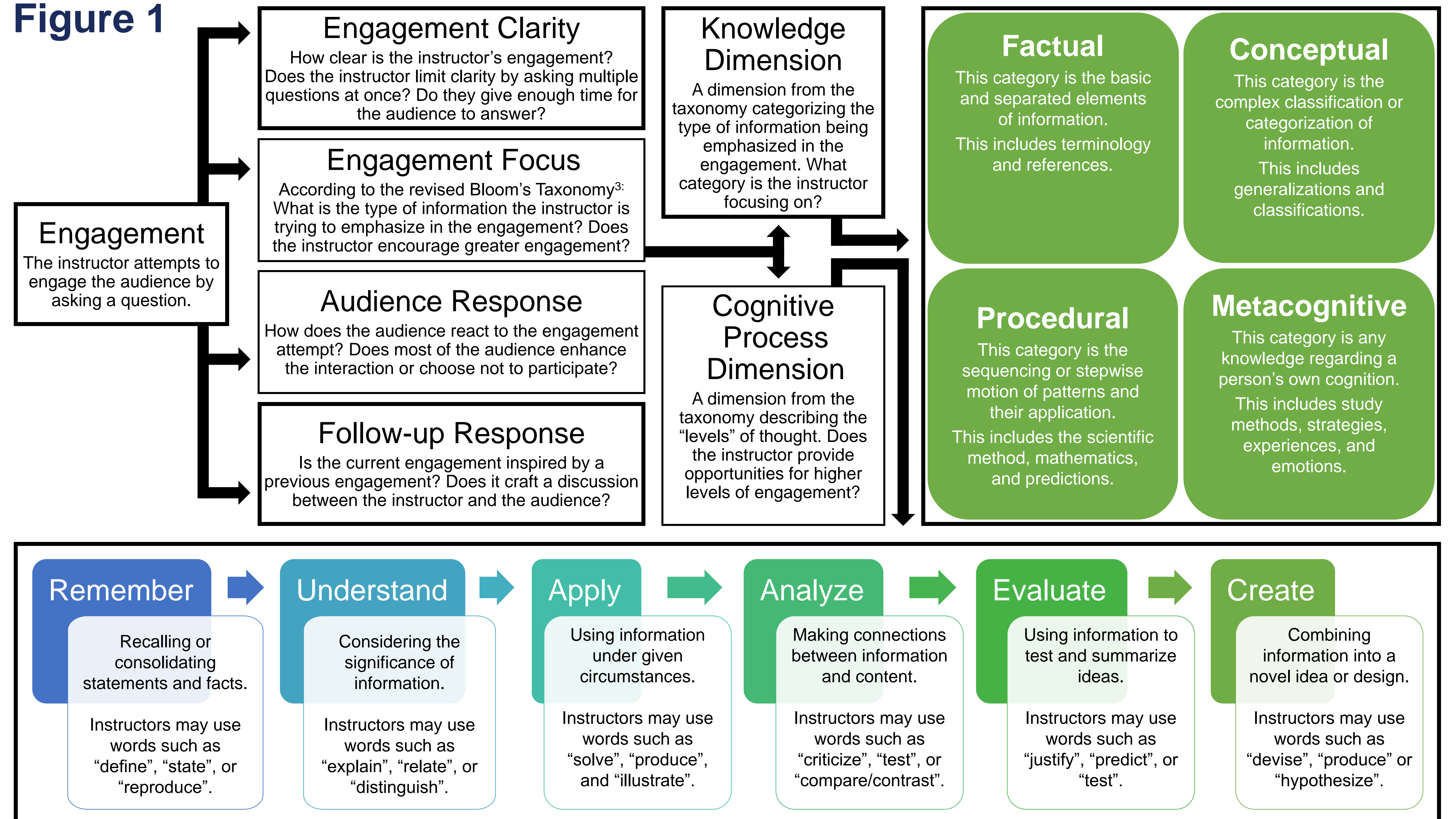
Background

- Education is a critical component of change.
- Community education programs are frequently developed and provided based on content sharing.
- “Ending the Silence” (ETS), a national outreach program for youth provided by the National Alliance on Mental Illness to end stigma, equips students with knowledge and resources about mental health, mental illness, and developmental disability.
- Like many community education programs, ETS uses content sharing as a model.
- Participant involvement is a significant consideration with educational endeavors.
- Effective learning is a process where the participant engages and can use learned content in a meaningful way.
- This project created a tool to evaluate instructor engagement in local ETS events.

Methods

- Revisions of Bloom's Taxonomy of Educational Objectives³ suggest a dynamic system to classify higher-order learning across lessons or objectives.
- Taxonomy was adapted to assess instructor's technique in ETS sessions (Figure 1).
- Other factors, such as engagement clarity, were included apart from the revised taxonomy.
- Results from assessment will identify trends that may increase audience retention of accurate content regarding developmental disability, psychiatric disability, and mental health.

Figure 1



³ Anderson, L. W. (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Blooms Taxonomy of Educational Objectives (D. R. Krathwohl, Ed.). London: Longman.

Implications

- We suggest principles of Bloom's taxonomy applied to the instructor may play substantial roles in engagement.
- Improvement in any of the criteria may allow greater retention in "Ending the Silence" audiences.
- Accurate knowledge retention can reduce stigma.

Acknowledgements

Victor Paat would like to thank the Sonoran UCEDD, with special recognition of Julie Armin and Jacy Farkas, the National Alliance on Mental Illness of Southern Arizona, and AUCD for providing an award to present this research.

