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Model construction study for curriculum evaluation based on college mental health education

Yuguo Han

Lu Zhou Medical College, Luzhou, 646000, (CHINA)

ABSTRACT

As mental health education attracts more and more attention, this paper briefly introduces the importance of mental health education and the concept of effective teaching, discusses how to evaluate the college mental health curriculum and the problems in the current mental health curriculum, then tries to find measures to give play to mental health curriculum effectiveness to provide reference for college mental health education and improve actual effect of it.

KEYWORDS

Mental health education; Curriculum evaluation; Effective teaching.



INTRODUCTION

In college education, mental health education gets more and more attention for mental health is important for college students' career and achievement. Mental health contributes to all-round development and can lay good foundation for job. Now in some western European countries, mental health education has developed for half century to a new phase. In comparison, mental health education in our country has some progress on the basis of foreign theories and techniques, but still lags behind developed Euramerican countries in quality and quantity. No matter for the requirements of the times or society, people have already seen the importance of mental health education, the problem we have to face now is how to develop mental health education.

Now in college, mental health education is realized through curriculum education which ensures the spread of mental health education but not the effect of education. We will evaluate the curriculum to find the effect of curriculum conduction, curriculum operation and actual achievements. The evaluation concludes course design evaluation, curriculum enforcement situation evaluation and application effect evaluation. In research of mental health education curriculum evaluation, many scholars and experts find what has profound influence on curriculum design expectation is to improve students' psychological quality through mental health education course. But the current research still has some disadvantages. For instance, many people put more attention on application effect evaluation than the other two evaluations, limiting evaluation means and methods. It is also a problem that some evaluation theories applied for some region are directly used in another region, making the research lack pertinence and actual effect.

Effective teaching is a representative teaching theory mainly used to evaluate the effect of teaching and what the students get form the curriculum. But in the current mental health teaching, people attach importance on development of mental health education itself and curriculum evaluation but ignore the research of teaching effect. Whereas, we are convinced that, according to application results of effective teaching theory in other courses, application of effective teaching theory in mental health education curriculum will promote teaching quality and help the realization of mental health education goal more smoothly.

Against the above background, this paper first studied how to evaluate college mental health education curriculum and then discussed how to give play to curriculum effect in current education system in order to provide reference for mental health education work and improve the actual effect of mental health education.

CURRICULUM EVALUATION

Curriculum evaluation can return the teaching quality situation and promote the curriculum design rationalization. In this paper, mental health education curriculum can be carried out more effectively through mental health education evaluation.

Curriculum design evaluation

Curriculum design is the entity form of course, containing objects and content. In the following, we will evaluate college mental health curriculum design on the basis of these two aspects. The Deiphi method procedure chart is shown as Figure 1.

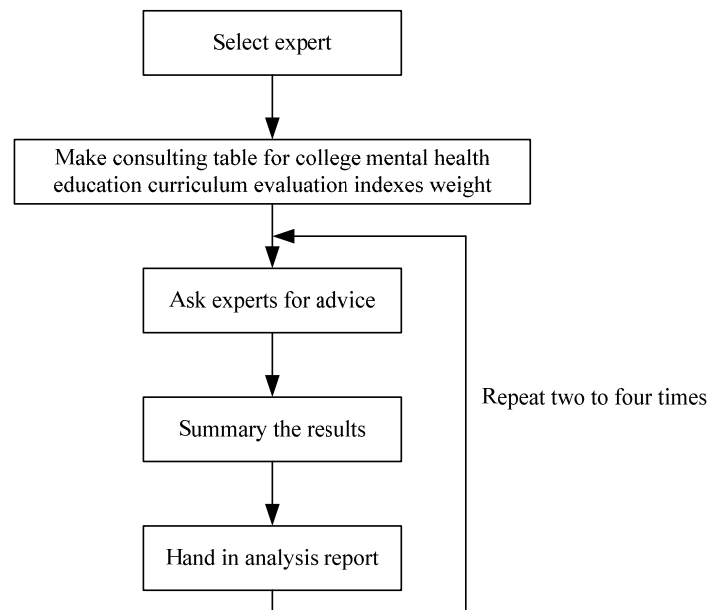


Figure 1 : Deiphi method procedure chart

For the curriculum objects, the purpose of college mental health education evaluation concludes not only completing the psychological knowledge learning, but also using learned knowledge to promote students psychological cognition development, improve psychological quality and cure students that have mental problems. In actual operation, we always conduct curriculum evaluation through the following content: firstly, curriculum object should be accord with overall object of mental health education; second, curriculum object is feasible; third, curriculum object should comply with the nearest development region theory; forth, knowledge system of curriculum object can promote students' psychological development; at last, curriculum object can be phrased clearly. Only comply with all the above content, the curriculum is a scientific mental health education curriculum object.

When evaluate the mental health education curriculum content, we should take not only curriculum content but also content organization and curriculum structure arrangement into account. In addition, the mental health education should also embody humanism to show its principle of teaching by heart.

Curriculum implementation evaluation

Curriculum implementation evaluation is set to feed back the weak links in implementation to improve teaching and make it convenient for students to find their problems so as to improve teaching quality. Not like other subjects, mental health education course adopts activity curriculum, that is to reach teaching object through various activities. For this kind of activity curriculum, evaluation should focus on activity process, that is to evaluate students performance in activity process. Evaluation results are supposed to help improve curriculum content, so we should attach attention on students' actual changes and feed back the self-evaluation results to teachers for curriculum content adjustment to improve teaching quality.

To calculate the weights w_1, w_2, w_3 of indexes C_1, C_2, C_3 , we should calculate the weighted averages μ_1, μ_2, μ_3 .

$$\mu_1 = (16 * 4 + 10 * 3 + 2 * 2 + 0 * 1) / 28 = 3.5$$

$$\mu_2 = (11 * 4 + 15 * 3 + 2 * 2 + 0 * 1) / 28 \approx 3.32$$

$$\mu_3 = (25 * 4 + 3 * 3 + 0 * 2 + 0 * 1) / 28 \approx 3.89$$

Normalize the results after getting weighted averages to calculate weights.

Curriculum effect evaluation

Up to now, what is maturer in mental health education evaluation is curriculum effect evaluation, namely evaluation of the effect after conduction of evaluation course. But there are still some problems in this part, including how to conduct scientific evaluation for curriculum effect and the long-lasting course and means problems. This paper analyzes how to carry out rational evaluation for curriculum effect from three aspects.

Firstly, curriculum effect evaluation should enhance the function of development more than merely adopting score as selection standard, because for mental health education curriculum, score cannot reflect the real mental health level. Students are developing constantly, so mental health education should orient students to promote their development. Therefore, the curriculum effect evaluation should promote students' mental growth and psychological quality. Development refers to student individual development and course development. As is mentioned above, we can get feedback information from curriculum effect and find problems in course to improve teaching quality and reach the goal of really meeting the mental development needs. The mental health state statistical table before experiment is shown as TABLE 1.

TABLE 1 : Mental health state statistical table before experiment

self rating mental health scale	Male (n=)		Female (n=)		total respondents (n=200)	
	number	%	number	%	number	%
total score<160	72	72.79	75	71.43	147	73.5
total score>160	23	24.21	30	28.57	53	26.5

Secondly, curriculum effect evaluation should stress the negotiation talk between students and teachers, for teachers are not absolute authority in course and students should be regarded as the criticized and participants. That is to include the evaluation information of the criticized into evaluation content, and regard the criticized as subject of evaluation, for their evaluation is real and objective and referable, showing democratic consultation and subject participation.

GIVE FULL PLAY TO CURRICULUM EFFECTIVENESS

In mental health education curriculum, after evaluation, we should also take the effectiveness into account, and add effective teaching theory into teaching to offer reference for mental health education work and improve practical effects of students mental health education.

Problems in teaching

Mental health education curriculum has developed for a period and got some achievements, but practical effect is still not so good, and there are still some problems in our teaching.

Firstly, for the principle of the mental health curriculum, some teaching staff have understanding deviation on mental health education curriculum, their cognition is so shallow that they think it should be prevented to put mental health education into curricula or the mental health education curriculum is omnipotent. Both of these two opinions ignore the fact that mental health education curriculum is just an approach and means to realize the goal of mental health education. These wrong opinions influence the conduction of mental health education curriculum.

Secondly, for the goal setting, most current mental health education curriculum set their goals at psychological disorder education. However, mental health education should involve all the students rather than part of them, so the current mental health education goal setting makes the mental health course lack practical effects.

Thirdly, for teaching resources, it's a short time since mental health education curriculum introduced into China, so lack of experience made teaching materials and assistant books are still in their infancy. Current teaching materials cannot catch up with theory research to meet the actual teaching needs. In fact, not only the teaching materials, but also the faculty quality in our current teaching system is short on professional mental health education teachers. Some unqualified teachers cannot follow the theory development, they still adopt preach methods and backward assistant skills, which is an obstacle for education practical effects. The mental health scale factors average score comparison of experimental group and contrast group before experiment is shown as TABLE 2.

TABLE 2 : Mental health scale factors average score comparison of experimental group and contrast group before experiment

	Experience group (n=100)	control group(n=100)	P
somatization	1.82 ± 0.42	1.90 ± 0.52	0.421
compulsive symptoms	1.92 ± 0.34	2.02 ± 0.41	0.272
interpersonal sensitivity	1.95 ± 0.53	2.15 ± 0.21	0.354
depression	2.05 ± 0.51	2.25 ± 0.62	0.174
anxiety	2.21 ± 0.43	2.29 ± 0.54	0.202
hostility	2.12 ± 0.33	2.09 ± 0.29	0.184
fear	1.89 ± 0.21	2.03 ± 0.42	0.521
bigotry	1.97 ± 0.62	2.04 ± 0.49	0.241
psychoticism	1.92 ± 0.52	2.13 ± 0.32	0.425
others	2.10 ± 0.37	2.14 ± 0.71	0.126

Finally, when applying theory into practice, many teachers still adopt traditional teaching mode, ignoring the particularity of mental health education curriculum. In traditional teaching, teacher is the controller of class, he/she can decide teaching practice and has complete control over the class activities. While the students are only the recipients of teaching and participants of activities, making the mental health education curriculum a psychological knowledge delivery process. In real mental health education curriculum, teachers should interact with students for they can give play to their subjectivity and subjective initiative to actually satisfy their mental development needs and develop their practical abilities.

Effectiveness feature of current curriculum

Mental health education curriculum is a new subject utilizing knowledge and principle of multiple subjects to optimize students' mental quality and carry on psychological intervention to students. To give full play to its effectiveness, curriculum teaching should have three features.

Firstly, mental health education curriculum should be taught through experience, which is the basic feature. Based on experience and intuition, learning through practice integrates edifying situation and internal feelings to uplift teaching subject inwardly. Whether the subject's experience is real and its degree can decide the effectiveness of curriculum. Experience reflects the activity process rather than explicating activity results, so it involves psychological journey of teaching subject and makes them get emotional and mental exchanges and deeper mental experience. This can greatly promote the students' psychological quality and ability.

Secondly, mental health education curriculum should be based on students development. Conduction process of the mental health education curriculum is the building process of students mentality. During this teachers act as stimulation to lay foundation for students mentality building, so teachers should take students existing mental situation into account and inspire them through a series of special activities, in order to transfer the original experience and encourage students to actively explore the unknown and fear and give play to subjective initiative. In the current course design, traditional teaching methods is obviously not appropriate any more, so mental health education curriculum needs to turn static state into dynamic state and

put more attention on activity teaching to make the curriculum a real practice highlighting students' initiative. The mental health state statistical table after experiment is shown as TABLE 3.

TABLE 3 : Mental health state statistical table after experiment

self rating score of mental health scale	Male (n=95)		Female (n=105)		total respondents (n=200)	
	number	%	number	%	number	%
total score<160	89	93.68	98	93.33	187	93.5
total score>160	6	6.32	7	6.67	13	6.5

Last, in mental health education curriculum, teachers and students are equal on character and compatible on emotion, reflecting psychological compatibility between teachers and students. In curriculum conduction, teachers should apply teaching art to shorten the gap between teachers and students, encourage students to speak, inspire them, enhance their confidence, so as to realize psychological compatibility and successful experience, and finally to promote students' mental development.

Strategy for promoting curriculum effectiveness

From the teaching problems and the features effective teaching should have, we have discussed the strategies to promote curriculum effectiveness as follows:

Firstly, mental health education curriculum consists of several parts, among which activity course is the core part, knowledge hierarchy is the basic part, environment course is the necessary part. All these parts are mutually reinforcing and restricting, and none of these parts can be excluded. So mental health education curriculum is diversified, and it cannot be limited in traditional teaching mode. It shows diversified curriculum forms on the basis of showing its character and feature. Mental health education should adopt activity course as its basic practical form, for only in special activities students can do some thinking after experience to inspect themselves, improve self-worth, build up correct cognition and realize harmonious development on personality. Therefore, the urgent task on hand is to build scientific effective mental health education system.

Secondly, effective teaching mode and method fitting the course goal are needed. Mental health teaching course made clear requirements for teaching mode and method: teaching mode and method should be diversified. Diversity on teaching mode can give play to the whole effect of teaching mode and the features of different modes, meet teaching content needs and students' needs and guarantee the complement of course goals. When helping students with their practical problems, teachers should pay attention to pertinence in order to solve the problems efficiently, improve the skills, get to know themselves and improve psychological quality.

Finally, build triune mental health education system. Triune refers to college, family and society. In college, teachers are educators, their quality can guarantee the effective teaching, students are the educated and participant. In teaching process, teachers and students should get involved totally and interact with each other according to course object and course arrangement. Not only on class, mental health education also should infiltrate into daily teaching and activities in order to optimize the environment of mental health education. Mental health education not only exists in school, but also exists in family and society, we should guide the students and parents on mental health education through various ways so as to interact with each other and work together to improve students' mental quality.

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