

# SHE Research Group meeting

19-20 June 2019

The University of Iceland  
School of Education  
Reykjavík (Iceland)



**S · H · E**

Schools for Health in Europe

Collaboration within the RG  
Thematic areas and methodological  
experience of the members

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# POST-DISASTER CONTEXT AND ADOLESCENTS' PERCEIVED HEALTH: SCHOOL WELLBEING AS MEDIATING FACTOR.



**BACKGROUND.** Post-disaster context is associated with post-trauma stress disorders (PTSDs) in children and adolescents and other consequences on physical health, behaviours and social development

- **Observational studies** on mental health and related-factors, pro-social behaviours at school and at home, somatic symptoms, obesity
- **Experimental/field studies**, targeted on children mental health and resilience abilities

[Lieber, PlosOne, 2017; Usami et al, PlosOne. 2014; Moriyama et al, Pediatr Int, 2018; Zhang et al, PlosOne, 2015; Zheng et al, Int J Obes, 2017; Peacock-Chambers et al, 2017, Vaccarelli et al, 2016]



L'Aquila (Italy), after the seismic event of 6<sup>th</sup> April 2009

**AIMS.** To evaluate the influence of school wellbeing on health status as perceived by students in a post-disaster context.

# METHODS

- In 2015, a cross-sectional survey was carried out on a sample of 722 students (50.0% males, 13.6 years average age) from two towns **Rieti** and **L'Aquila** (Central Italy)

**L'Aquila was hit by a big earthquake in 2009, that destroyed the most of the buildings, with 309 victims and had great consequences on community life**



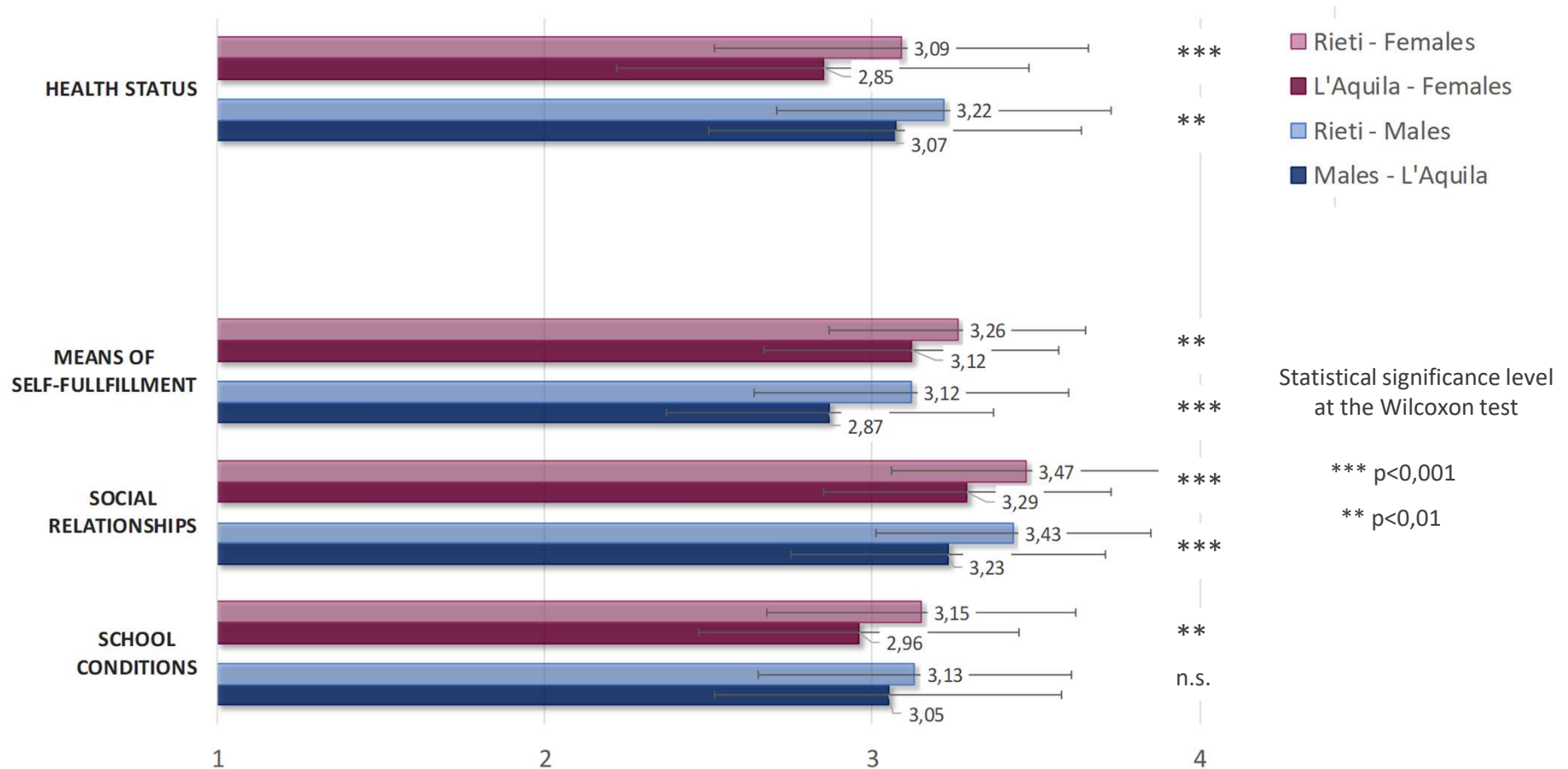
- The adolescents filled in the **Konu & Rimpela's School Well-Being Scale**, validated in Italian in a previous study. Four Likert's scales assessed
  - Health Status (9 items, outcome variable)
  - School Conditions (14 items)
  - Social Relationships (8 items)
  - Means of Self-Fulfillment (11 items).

[Konu A & Rimpelä M, 2002]

# RESULTS - 1

## Perceived Health Status and School Wellbeing constructs in the adolescents of Rieti and L'Aquila

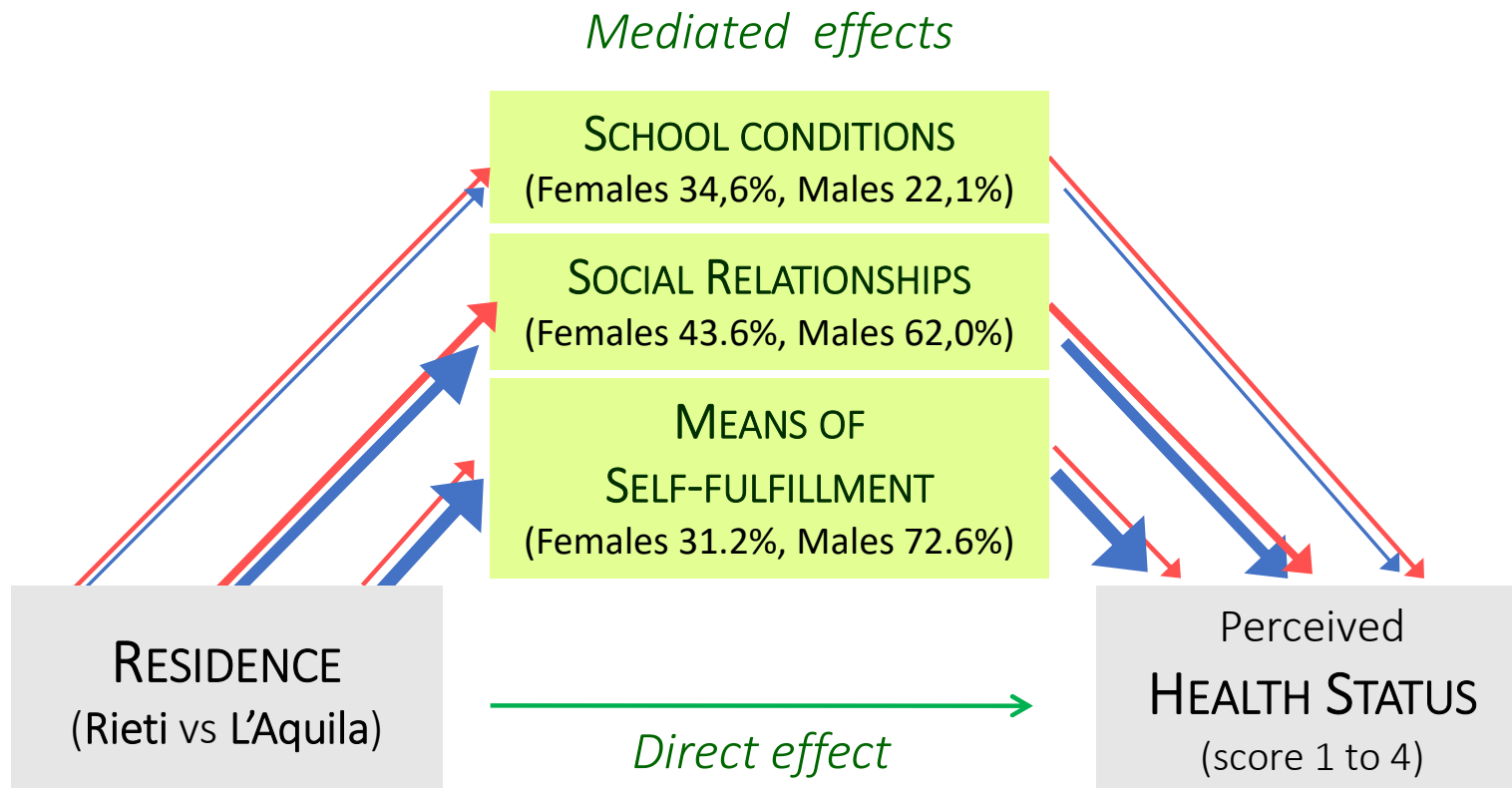
(mean and standard deviation values on an interval scale from 1 to 4)



# RESULTS - 2

## MEDIATION ANALYSIS

Are the three constructs on school wellbeing *mediators* in the relationship between residence in the post-disaster town and adolescents' Health Status?



→ The mediation effect resulted always statistically significant both in females and males

# CONCLUSIONS

- The school wellbeing mediates the decrease in perceived health in adolescents living in a post-disaster context
  - Major limit is the cross-sectional design

## Main messages

① After a disaster, to assure good conditions in schools is a priority for Public Health

② Research is needed to define guidelines for Health Promoting Schools in a post-disaster context



# FUTURE RESEARCH PERSPECTIVES

## Theme

- Health Promoting School & disaster-context

## Methodological approach

- Observational design (semi-quantitative)
  - Revision of evidences and field experiences
  - Experts' opinion and consensus

## Level

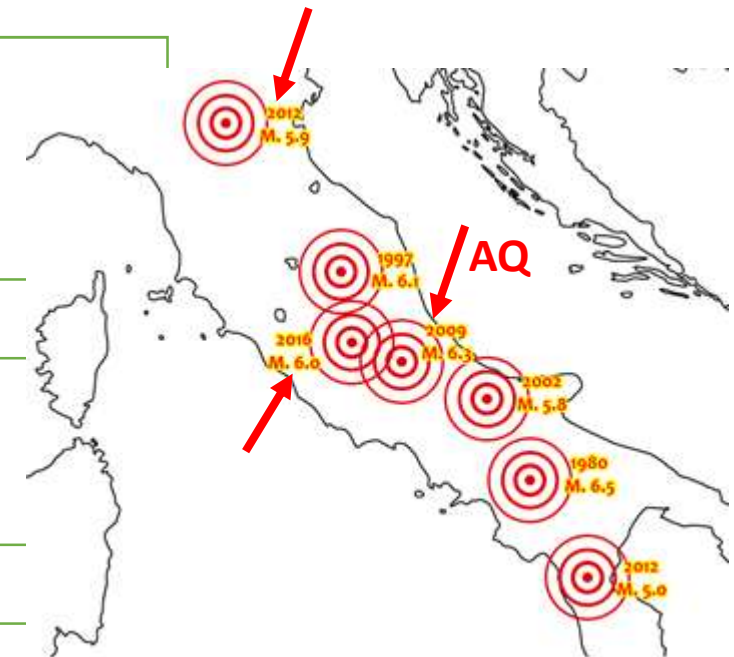
- Regional and National (Italy)
- European (SHE)?

## Aim

- To collect good practices
- To draft specific guidelines for HPS

## Time

- 2 years (presumed)



# ASSUMPTIONS

## ■ What is a 'disaster'?

- Different terms – Different meanings
  - Crisis, emergency, disaster
- Different disaster
  - Natural (earthquakes, tsunami, floods, tornadoes, hurricanes, wildfire, drought, etc.)
  - Human caused (e.g. mass violence)

## ■ What kind of consequences?

- Domain
  - Physical, mental and social health (QoL)
  - Practical, economic, cultural
  - Educational (school students)
- Time (short/acute, middle, long term)

### ■ Different issues

- Prevention/mitigation
- Preparedness
- Response
- Recovery

## ■ Inter-sectorial matter

- School
- Emergency medical services
- Civil protection
- Low enforcement
- Fire safety
- Public Health
- Health professionals (psychologist, paediatricians, nutritionists, etc.)
- Local administrative authorities

## ■ School role

- Setting with associated risks
  - Physical, sanitary, criminal, etc.
- Setting with health opportunity
  - HPS logical framework
- Crucial role in the community life
  - In ordinary / extra-ordinary situations



# PHASES

## 1 Literature systematic revision and other sources examination

- Academic databases, grey literature, reports, policy documents
  - Starting from a list of events (kind of disaster, period of time, territory)

## 2 Survey on stakeholders from school setting involved in a direct experience of disasters

- Teachers, school staff, mental health professionals, parents, paediatricians
- Aimed at collecting experience and evaluating good practices
  - Policies, services (mental, social, medical), staff training, families involvement,
- Drafting proposal for phase #3

## 3 Delphi study

- Recruitment of a multisectorial panel of experts
- Object of evaluation
  1. good practices criteria
  2. recommendation
- Questionnaires submission
- Rounds (#)
  1. Assessing judgement
  2. Anonymous reports
  3. Reaching consensus or stability
  4. Produce the final drafts



# EXPECTED RESULTS

## ■ Publications

1. Evaluation of examined practices / experiences concerning disaster prevention, preparedness, response, recovery in school setting
  - impact, faisibility, acceptance
  - good practice criteria
  - adherehce to HP strategy models (e.s. community action, empowerment, etc.)
  - ... what else?
2. Delphi study

## ■ Deliverables

1. Best Practices collection
2. GLs

In particular on

- Educational issues
- Mental health
- Adherence to HPS model

## ■ SHE role

1. SHE Members involvement in phase #3 **Delphi study** (panel of experts)
2. SHE Endorsement of GLs / Good practices database





L'Aquila (Italy),  
Temporary School Building after the  
seismic event of 6<sup>th</sup> April 2009

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University of L'Aquila Rectorate building  
in 2009 and 2019

**Thank you  
for attention!**