Evaluation of the Anaphylaxis Post-graduate Teacher Intervention Programme

Sonja Posega Devetak¹, Iztok Devetak², Tina Vesel³
¹Department of Pediatrics, General and Teaching Hospital Izola, Slovenia; ²University of Ljubljana Faculty of Education, Slovenia; ³Department of Allergology, Rheumatology and Clinical Immunology, University Medical Center, University Children’s Hospital, Ljubljana, Slovenia

Aims: Studies showed that teachers’ competences for managing children at risk of anaphylaxis or children with food allergy in kindergartens and schools are poorly developed. The purpose of this study was to explore how short theoretical and practical intervention programme influence on pre-service teachers’ knowledge about allergy and anaphylaxis.

Methods: 62 post-graduate pre-service primary and lower secondary school teachers (all female; median age 24.5) participated in the study. 27.4% of pre-service teachers reported that they are allergic themselves. Participants were exposed to 90 minutes theoretical (about allergy and anaphylaxis) and practical (using adrenalin auto-injector) educational intervention. Participants answered the Teachers’ Health Competences Development–Anaphylaxis Management Questionnaire (THCDAMQ) which comprised knowledge items about anaphylaxis (Max 7 points) and attitude items on managing children’s anaphylaxis three times, before intervention, immediately after and 14 days after the intervention.

Results and Discussion: Pre-service teachers showed positive attitudes towards learning more about different children’s health issues (91.9%). All of them expressed that child health topics were very important for each teacher and all wanted to increase their health competences. 90.3 % thought that teacher is responsible for pupils’ health issues during school time. 71 % reported that they haven’t been exposed to any activities that would promote their health competences development. The results of the Friedman Test indicated that there was a statistically significant difference in THCDAMQ scores across the three time points (pre-intervention, post-intervention, 14-days follow-up $\chi^2(2, N = 37) = 48.127, p \leq .000$). Inspection of the median values showed an increase in total scores on items that test post-graduate pre-service teachers’ knowledge about anaphylaxis from pre-intervention ($Md = 3$; IQR 2-4.5) to post-intervention ($Md = 6$; IQR 6-6) and a follow-up ($Md = 6$; IQR 6-6) scores.

Conclusion: Intervention anaphylaxis programme had positive effect on students’ knowledge and attitudes towards school child allergy. Students retained their knowledge after intervention. Pre-service teachers would manage a child with anaphylaxis more efficiently when intervention anaphylaxis programme is available to them.