

Mentalno zdravstvena pismenost odgojno obrazovnih djelatnika - prikaz provedbe programa PoMoZi Da u Dubrovačko neretvanskoj županiji

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UVOD

Djetinjstvo i adolescencija presudno je vrijeme za prepoznavanje problema mentalnoga zdravlja. Iako se procjenjuje da oko 20% djece ima probleme mentalnog zdravlja, tek svako peto dijete dobije potrebnu pomoć. Odrasli koji provode vrijeme s djecom imaju presudnu ulogu u zaštiti mentalnog zdravlja djece. S ciljem povećanja mentalno zdravstvene pismenosti Hrvatski zavod za javno zdravstvo sa suradnicima razvio je program PoMoZi Da. Cilj je programa kod učitelja i nastavnika povećati znanja koja će omogućiti prepoznati simptome, moguće i dostupne oblike pomoći, smanjiti stigme i zablude, te unaprijediti vještine pružanja psihološke prve pomoći kod depresivnih i anksioznih smetnji, samoozljeđivanja ili pomišljanja o samoubojstvu kod djece i mladih.

CILJ

Cilj je prikazati rezultate procesne evaluacije edukacije učitelja u znanju i vještinama prve psihološke pomoći i podrške kod problema mentalnog zdravlja u Dubrovačko neretvanskoj županiji. Sudionici su po završetku edukacije ispunili evaluacijske upitnike na skali od 1 (uopće se ne slažem) do pet (u potpunosti se slažem). Evaluacija je bila usmjerena na analizu tijeka i kvalitete provedbe i sadržaja; uključila je ocjenu organizacije, voditelja i suvoditelja te ocjenu sadržaja i radnih materijala.

REZULTATI

U odnosu na prvotna očekivanja kvalitetu i sadržaj edukacije 69,6% sudionika je ocijenilo boljom od očekivanog, 28,6% u skladu s očekivanjima i 1,8% lošijim od očekivanog. Prosječne ocjene kretale su se od 4,9 do 5. Znanja i vještine stečene na radionici procjenjuju korisnima u budućemu radu. Smatraju kako su ciljevi radionice ostvareni te bi edukaciju preporučili i kolegama.

ZAKLJUČAK

Sudionici su na radionici usvojili znanja i vještine korisne za budući rad. Ranim prepoznavanjem i pružanjem primjerene pomoći i podrške mogu se znatno poboljšati ishodi za djecu i mlade s problemima mentalnoga zdravlja. Dodatno educiranje i uspostava suradnje sa stručnjacima izvan škole važno je kako bi odgojno-obrazovni djelatnici sami mogli bolje pomoći učenicima kad je to potrebno.

Ključne riječi: adolescencija; mentalno zdravlje; odgojno obrazovni djelatnici

Mental health literacy of educational workers-presentation of the implementation of the PoMoZi Da program in Dubrovnik-Neretva County

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INTRODUCTION

Childhood and adolescence is a crucial time for recognizing mental health problems. Although it is estimated that around 20% of children have mental health problems, only every fifth child receives the necessary help. Adults who spend time with children play a crucial role in protecting children's mental health. With the aim of increasing mental health literacy, the Croatian National Institute of Public Health and its collaborators developed the PoMoZi Da (HeLpMe To) program. The goal of the program is to increase teachers' knowledge that will enable them to recognize symptoms, possible and available forms of help, reduce stigmas and misconceptions, and improve the skills of providing psychological first aid for depressive and anxiety disorders, self-harm or thoughts of suicide in children and young people.

AIM

The aim of this paper is to present the results of the process evaluation of teacher education in the knowledge and skills of psychological first aid and support for the children and young people with mental health problems in the Dubrovnik-Neretva County.

RESPONDENTS AND METHODS

The educational package of the HeLpMe To standardized mental health literacy program was used for the education. A total of 66 teachers (61 female and 5 male) participated in the three-day workshop-type education primarily focused on the acquisition of psychological first aid skills. Participants completed an evaluation questionnaire at the end of the training on a scale of 1 (not at all agree) to 5 (agree fully). The evaluation focused on the analysis of the flow and quality of implementation and content; it included an evaluation of the organisation, the leader and co-leaders, and an evaluation of the content and working materials.

RESULTS

In relation to initial expectations, 69.6% of the participants rated the quality and content of education better than expected, 28.6% in line with expectations and 1.8% worse than expected. The average grades ranged from 4.9 to 5. The working materials are useful and applicable. Participants could actively participate in the workshop and learn from the experience of others. They consider the knowledge and skills acquired at the workshop to be useful in their future work.

CONCLUSION

Participants in the workshop gained knowledge and skills useful for future work. Early identification and provision of appropriate help and support can significantly improve outcomes for children and young people with mental health problems. A dditional education and the establishment of cooperation

with experts outside the school is important so that the educational workers themselves can better help the students when necessary.