The teachers evaluation on education of school-aged children with cancers classmates about cancer and cancer treatment

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**Background**

The educational and psycho-social challenges school-aged children with cancer experience at school re-entry, calls for supportive interventions. Imbedded in the RESPECT (Rehabilitation including Social and Physical activity and Education in Children and Teenagers with cancer¹) study, a 60-minutes age adjusted nurse-led educational session, aiming at enhancement of teachers and classmates’s knowledge and attitudes about cancer and cancer treatment, were evaluated.

**Methods**

Pre-and post the educational session, a study specific questionnaire was mailed to 120 teachers of children with cancer. The questionnaire evaluated the teacher’s perspective on structure, content and outcome of the educational session.

**Teachers evaluation of the educational sessions**

*n= 120*

- **Relevans of education**
  - Relevant (8%)
  - Very relevant (92%)

- **Level of education**
  - Adequat (98%)

- **Time of education from diagnosis**
  - Earlier (16%)
  - Adequate time (84%)

- **Classmate questions, you found difficult to answer?**
  - Yes (40%)
  - No (60%)

- **Duration of education**
  - Adequat (98%)

- **Classmate understanding**
  - Increased (98%)

- **Teachers knowledge?**
  - Increased 66%
  - Unchanged 64%

- **Having the child in the class?**
  - More Confident (61%)
  - Unchanged (39%)

- **Adressing cancer in the class**
  - More confident (83%)
  - Unchanged (18%)

- **Co-operation with family**
  - More Confident (73%)

- **Teachers insecurity related to having a child with cancer in the class.**
  - p=0.00512

**Results**

- Study inclusion occurred, a median of 5 [0-110] days following the child’s cancer diagnoses
- The educational session was conducted (100%) a median of 10 [2-118] days hereafter.
- 72% of the teachers searched information prior to informing the classmates, however 40% faced questions they were unable to answer.
- 27% of teachers felt insecure and 33% stated they had insufficient resources to address the situation.
- The educational session significantly reduced (p=0.00512) the teachers insecurity related to having a child with cancer in the class.

**Conclusion**

Education of children with cancer’s teachers enhance their knowledge, skills and attitudes and forms a cornerstone in easing children with cancers school re-entry.

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Acknowledgement

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