

審査の結果の要旨

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This thesis aimed at examining the effect of psychosocial support for teachers of multiple schools in an earthquake-affected district, within 2 years after the disaster. The primary outcome was PTSD symptoms, and the secondary outcomes were depression symptoms and hope.

I conducted this cluster RCT in schools of Dhading, a severely affected district by earthquake in Nepal. The trial has been registered with Clinical Trials. Gov, under following registration number: NCT03387007, retrospectively. A total of 15 government secondary schools within the municipality of Dhading were randomized to 8 schools in intervention group and 7 in control group.

The intervention for this study was schoolteachers' training on psychosocial support. A clinical psychologist who had worked closely with the children and adolescents provided 2-day (a total of 16 hours) training on psychosocial support for the schoolteachers. I adapted the standard training guidelines based on the United Nations Relief and Works Agency on psychosocial support for education in emergencies. I collected the data of the students from each school through simple random sampling method. For PTSD symptoms, I used Child PTSD symptom scale. For depression symptoms, I used Depression Self-Rating Scale, and for hope, I used Children's Hope Scale. I collected the baseline data from 1220 adolescents in August 2016 and follow up from 1067 adolescents in February 2017. Data was collected in classrooms during school hours and the questionnaires were self-administered by the adolescents

The intervention did not show significant effect on the PTSD symptoms at six months follow up ($\beta=0.74$, $P=0.165$) at baseline. The intervention also did not show significant effect on the depression symptoms ($\beta=0.25$, $P=0.061$), and hope ($\beta=-0.35$, $P=0.406$). However, focus group discussions with the teachers indicated the training on psychosocial support was useful and highlighted the need to train more teachers and upscale the intervention.

In this study, the intervention did not show significant effect on reducing PTSD and depression symptoms, and improving hope among the adolescents. The training on psychosocial support was perceived to be useful by the teachers. The intervention on training school teachers to provide psychosocial support to adolescents seems feasible to reach out to adolescents in low resource and disaster prone settings. However, training more teachers on psychosocial support and for longer duration could help improve the level of hope among more adolescents. Interventions for PTSD and depression may require more focused interventions by health care professionals targeting smaller sub-groups. Moreover, longer follow up is necessary to provide a longitudinal perspective of the changes in status of mental health and hope among the adolescents.