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17TH ANNUAL CHILD HEALTH RESEARCH DAYS

Nutrition for a Changing World

The Science of Nourishing the Next Generation

CHRD 2021: Abstract & Poster Submission Form

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Research Category:

- Basic Science
- Clinical
- Community Health / Policy

What was your role in the project?

- Design
- Perform Experiments
- Analyze Data
- Write Abstract

Master's Thesis

Presenter Status:

- Undergraduate Students
- Masters Student
- PhD Student
- Post-Doctoral Fellows
- Residents
- Non-Trainee

Title

Food allergy education and management in schools: A scoping review on current practices & gaps

Background

Approximately 20% of severe food allergy (FA) reactions, or anaphylaxis, occur in school settings. Yet, FA management vary by jurisdiction, and consequently, amongst teachers and school staff. Currently, no formal synthesis in this space exists.

Objective

To address this gap, we aimed to conduct a scoping review on FA and anaphylaxis knowledge and management amongst teachers and school staff, including differences post-educational intervention.

Methods

We conducted a scoping review guided by the PRISMA-Scoping Review statement, in the OVID-MedLine, Scopus, PsycInfo databases for eligible, original English and French articles from North America, Australia and Europe. Two reviewers screened the abstract/titles of 2,010 articles, of which 77 moved to full-texting. French and English articles were screened by different reviewers. Two articles were excluded upon consultation with a third reviewer. Results were reported descriptively and thematically.

Results

We included 12 European and North American studies in this review. Of these, eight conducted pre-post educational interventions. Sessions discussed diagnosis, symptom recognition, reaction prevention. Four studies provided epinephrine autoinjector (EAI) training.

In 5/8 studies, 61-72% of participants reported previous experience working with students with FA while 4/8 studies reported variable rates of previous FA-related training among teachers and school staff (28-64%). One study reported pre-intervention FA-associated emotions were “concern” and “anxiety”.

All studies reported teachers and school staff had better FA knowledge, with higher survey scores, post-intervention versus pre-intervention. One study reported better FA-related attitudes and beliefs, two studies reported better self-efficacy and confidence in managing FA post-intervention. Two studies demonstrated higher pre-post scores within teachers from economically-disadvantaged versus economically-advantaged school areas.

Conclusion

We identified that teachers and school staff are not consistently provided FA training. Through interventions, those who received training showed improved FA knowledge. Standardized education sessions and EAI training may optimise school-based FA safety and the prevention and management of FA-related emergencies.

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- For each author, please click "[+] Add Item" and provide the author's information

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