



Title	School-based psychoeducation and storytelling: Associations with long-term mental health in adolescent survivors of the Wenchuan earthquake
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論 文 内 容 の 要 旨  
Synopsis of Thesis

氏名 Name	田中 英三郎
論文題名 Title	School-based psychoeducation and storytelling: Associations with long-term mental health in adolescent survivors of the Wenchuan earthquake (学校における心理教育と語り：汶川地震の青少年被災者の長期的な精神健康との関連)
論文内容の要旨	
〔目的(Purpose)〕	
<p>We explored the factors promoting long-term mental health among adolescent survivors of the 2008 Wenchuan earthquake in China. We examined the associations of their long-term mental health with disaster-related storytelling and school-based psychoeducation, and of school-based psychoeducation with disaster-related storytelling.</p>	
〔方法ならびに成績(Methods/Results)〕	
<p>A secondary school-based cross-sectional survey was conducted 6 years after the disaster. Participants with traumatic experiences such as injury, loss, witnessing someone's death/injury and home destruction (N = 1028, mean age 15, standard deviation 1.38, male 51%) were eligible. Mental health/disaster education (MHE/DE) was defined as taking one or more lessons in MHE and/or DE at school since the earthquake. Experiences of storytelling about the disaster involved expressing distressing memories and feelings regarding the earthquake since the disaster happened, according to four groups: never expressed distressing memories and feelings, expressed them through writing/drawing, expressed them through talking to lay supporters and expressed them through talking to health professionals. Analysis of covariance was used to compare mean scores on five selected subscales of the Symptom Checklist-90 (SCL-90), the Athens Insomnia Scale (AIS) and the Psychotic-Like Experiences (PLEs) scale among the four storytelling groups. Linear regression analysis was used to identify the relationships between MHE/DE and current mental health as measured by the SCL-90, AIS and PLEs. The relationship between education and storytelling was probed by <math>\chi^2</math> test.</p>	
<p>The talked-to-lay-supporters group showed better mental health on the SCL-90 (<math>p &lt; 0.001</math>), AIS (<math>p &lt; 0.001</math>) and PLEs (<math>p = 0.004</math>), while the consulted-health-professionals group showed worse mental health on the three dimensions of the SCL-90: depression (<math>p = 0.05</math>), anxiety (<math>p = 0.02</math>) and fear (<math>p = 0.04</math>), and on PLEs (<math>p = 0.02</math>) compared with the never-expressed group. MHE and DE were inversely associated with SCL-90, AIS and PLE scores. Participants who received these forms of education talked about their disaster experiences to lay supporters more than those who did not.</p>	
〔総括(Conclusion)〕	
<p>MHE and DE at school may promote adolescents' mental health after a disaster. Experience of storytelling about the disaster to lay supporters may be helpful for long-term psychological recovery, and may be a potential mediating factor for school-based education and better mental health. Because of the cross-sectional nature of this study, causality cannot be inferred; therefore, further prospective intervention studies are needed to elucidate the effect of these factors on adolescent survivors' mental health.</p>	

## 論文審査の結果の要旨及び担当者

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論文審査の結果の要旨		
<p>本研究は、汶川地震の青少年被災者の長期的な精神健康と学校での心理教育や震災の語りの経験との関連及び、心理教育と震災の語りの経験との関連を調査分析したものである。震災6年後の中国四川省の中学校において、震災によるトラウマ体験（負傷、死別など）を有する1028名（参加率=72.3%）を解析対象とした。震災6年後の精神健康状態は、症状チェックリスト（うつ、不安等）、アテネ不眠尺度等で評価した。暴露要因は、学校で精神保健授業や防災教育授業を受けたか否かと被災体験の語り（なし、書く／描く、身近な人、専門家）とした。結果、身近な人への震災体験の語りと精神保健や防災教育の授業を受けた経験が、良好な精神健康と関連していた。また、こういった授業を受けた生徒の方が受けていない生徒より、震災体験を身近な人に語っていた。精神保健・防災教育授業が震災の語りを介して被災青少年の心理的回復に寄与する可能性を示した論文であり、学位に値するものと認める。</p>		