SCHOOL REINTEGRATION OF PEDiatric BURNS SURVIVORS: AN INTEGRATIVE REVIEW (188)

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Introduction: After a burn injury, many children and adolescents are hospitalized and they are frequently separated from their families and daily routines, such as attending school. The missed education and interruption of the contact with their peers occur on top of other physical, psychological, and social problems after the burn trauma. In order to avoid bullying, behavioral problems, and other issues at the time of return to school, we conducted this integrative review that aimed to identify and to synthesize findings of the school reintegration of pediatric burns survivors across studies.

Methods: The literature search was done into PubMed, PsycINFO, Scopus, Web of Science and LILACS databases, without limits concerning period of time; using the following descriptors and keywords in different combinations: child, adolescent, childhood burn, pediatric burns, burns, school reintegration, school re-entry and schools service. We also performed a search in the main journals about burns. Two reviewers independently and systematically searched the five electronic databases. They read the titles and the abstracts to select relevant papers that met the predefined inclusion and exclusion criteria. We applied Kappa test to verify the inter-rater reliability between the authors in the selection of the studies. Afterwards, they read the selected articles and a qualitative content analysis was conducted to identify thematic trends and factors related to school reintegration of pediatric burns survivors and to synthesize findings of these studies.

Results: We selected 13 studies classified according to the following areas: psychology, social work, medicine, physiotherapy, and occupational therapy. The three themes identified were: Implications of school return: positive and negative aspects; School reintegration programs: procedures and evaluation; People involved in the school reintegration process: child, family member, health professional, teacher and school community, and community. To facilitate school reintegration, the children need support of the school community and their family members to show that they are valuable and competent. Teachers feel afraid to deal with this new demand. School reintegration programs showed to be useful to help the pediatric burns survivors, their family and their teacher to feel more comfortable. These programs have to be adapted to the children needs. Children, family members, health professionals, teacher and school community, and their community are involved in the school reintegration process. Studies have to be conducted using rigorous scientific methods to allow for comparison with other studies related to the same topic in different countries around the world.

Conclusion: The results show that return to school is considered an important process that should start as soon as the children are admitted to the hospital. School is an essential social interaction context of children and they have to return to school quickly. To facilitate return to school three themes should be considered: (positive and negative) implications of school return, the contents and evaluation of school reintegration programs, and the people involved in the school reintegration process.

Key words: child; adolescent; burns; pediatric burns; schools service; school reintegration.