# Beszámoló az EUSUHM 2019. évi konferenciájáról

# Fieldwork visit: Visit to CJG Rotterdam Centre



POSTER PRICE
Erasmus MC
V&VN
AJN
EUSUHM
EUROPEAN UNION FOR SCHOOL AND
UNIVERSITY HEALTH AND MEDICINE

PI25

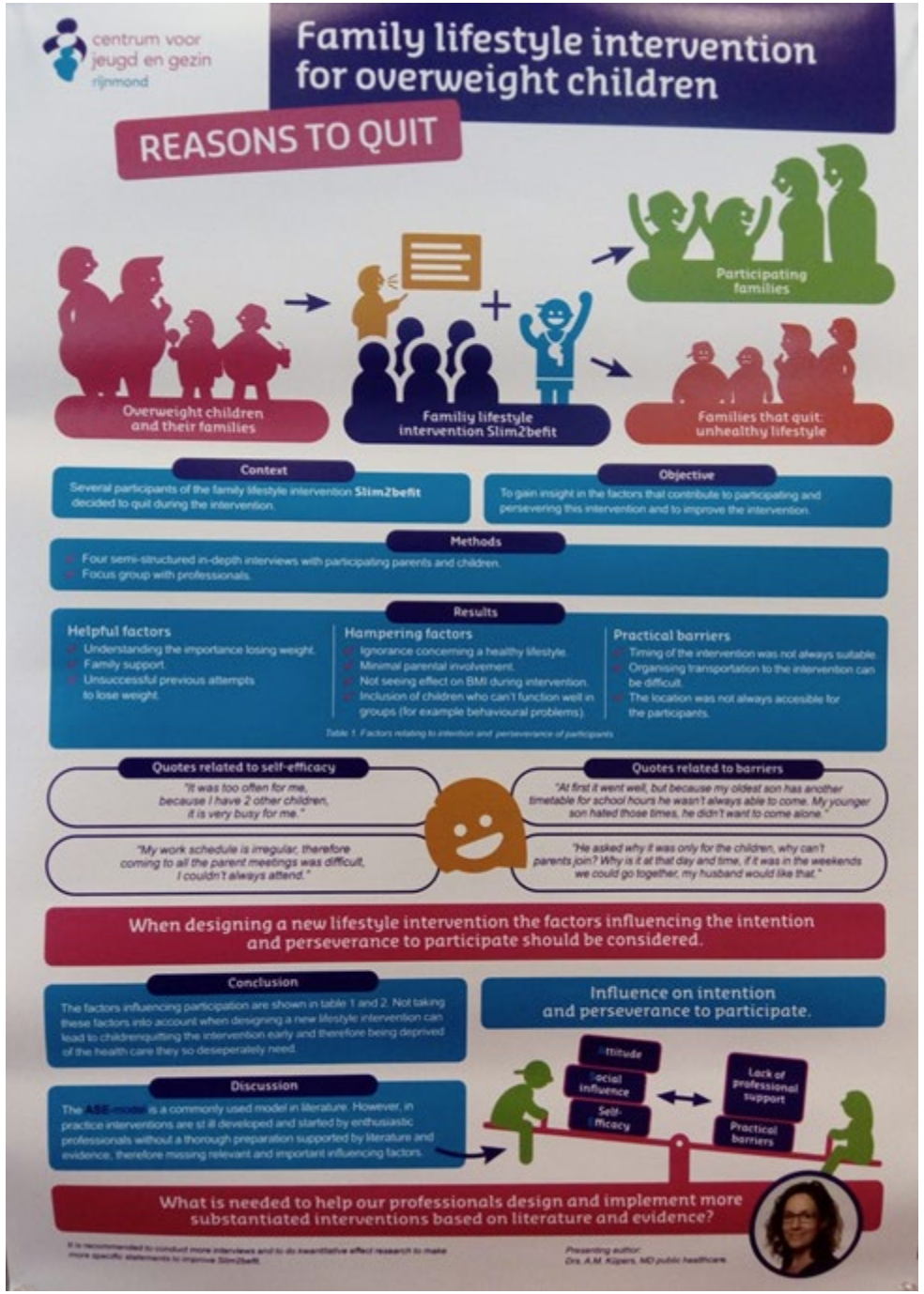
# The impact of young caring is lifelong

P.J. Jonker
AJN Jeugdartsen Nederland,
DEVENTER, The Netherlands

PF01

# Family lifestyle intervention for overweight children: reasons to quit.

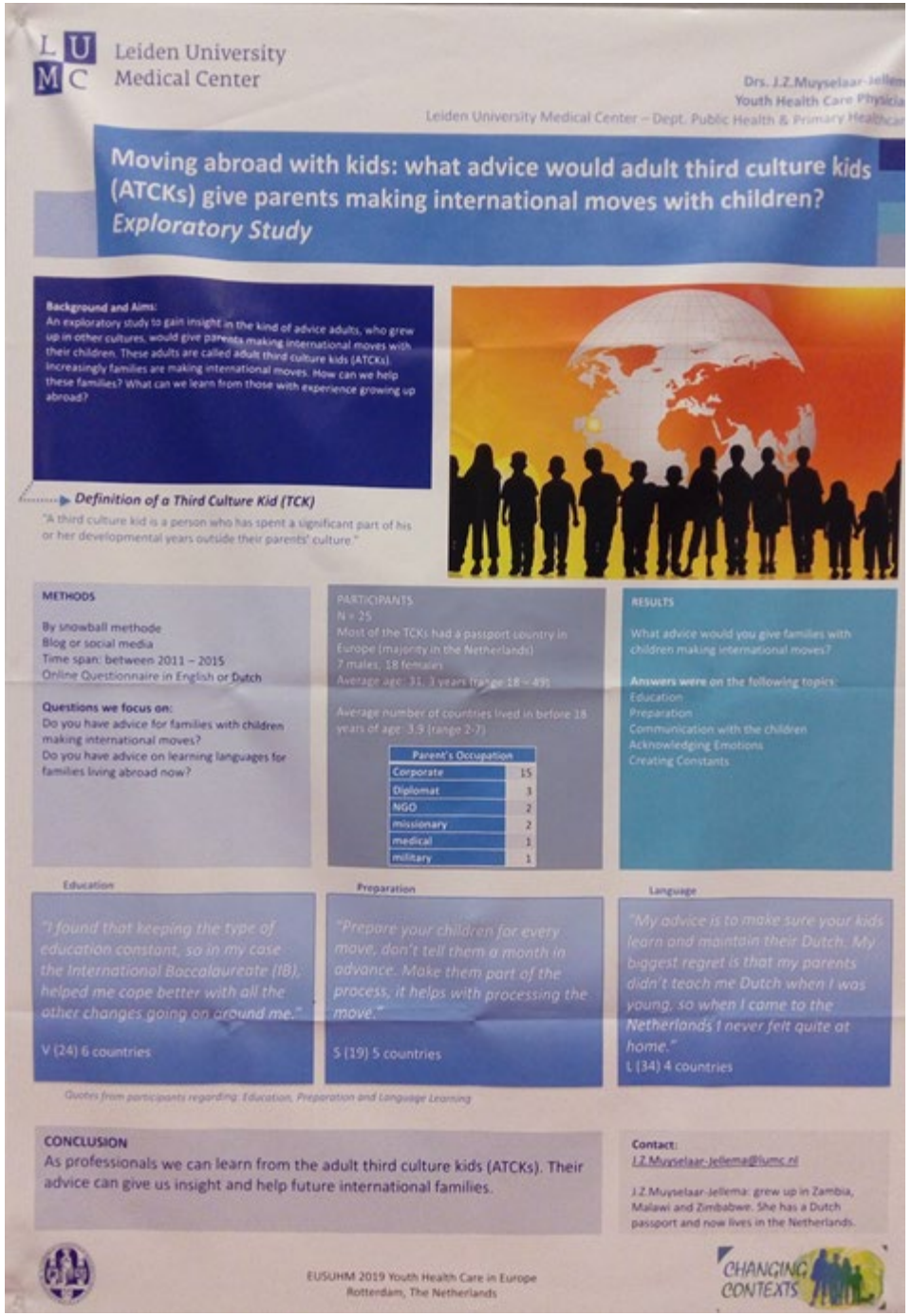
A.M. Küpers, I Lecluijze
CJG Rijnmond,
ROTTERDAM, The Netherlands



PC02

# Exploratory study: Moving abroad with kids: what advice would adult third culture kids(ATCKs) give parents making international moves with their children?

J.Z. Muyselaar-Jellema
LUMC, LEIDEN, The Netherlands



PI03

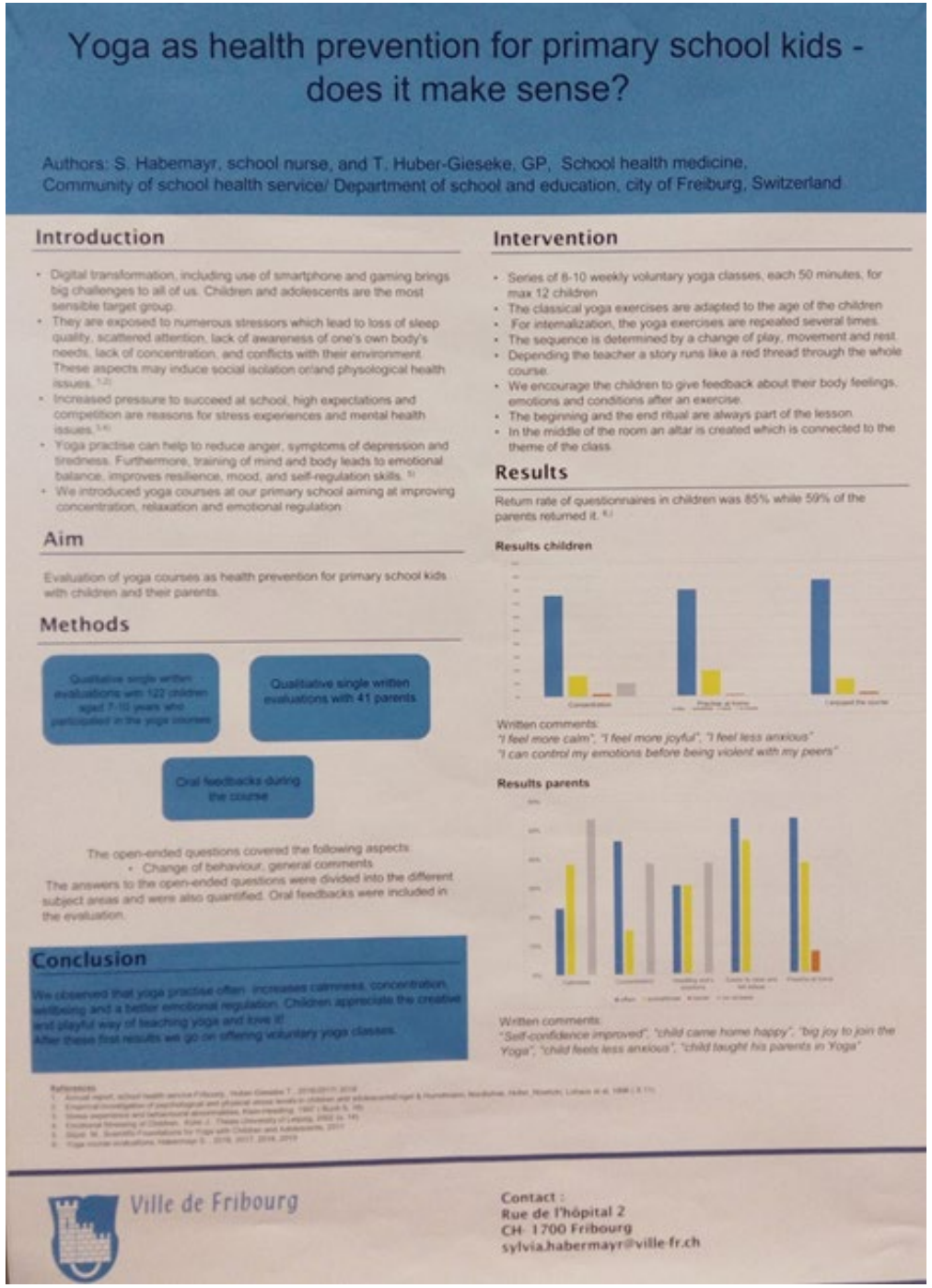
# Hypertension and its risk factors in children and adolescents

TC Culina, NFL Fugosic Lenaz
Teaching Institute of Public Health (Primorsko goranska county), RIJEKA, Croatia

PPC31

# Yoga as health prevention for primary school kids- does it make sense?

SH Habermayr, THG Huber-Gieseke
City of Fribourg, FRIBOURG, Switzerland



## Yoga as health prevention for primary school kids - does it make sense?

Authors: S. Habermayr, school nurse, and T. Huber-Gieseke, GP, School health medicine,
Community of school health service/ Department of school and education, city of Freiburg, Switzerland

### Introduction

- Digital transformation, including use of smartphone and gaming brings big challenges to all of us. Children and adolescents are the most sensible target group.
- They are exposed to numerous stressors which lead to loss of sleep quality, scattered attention, lack of awareness of one's own body's needs, lack of concentration, and conflicts with their environment. These aspects may induce social isolation or/and physiological health issues. [1,2]
- Increased pressure to succeed at school, high expectations and competition are reasons for stress experiences and mental health issues. [3,4]
- Yoga practise can help to reduce anger, symptoms of depression and tiredness. Furthermore, training of mind and body leads to emotional balance, improves resilience, mood, and self-regulation skills. [5]
- We introduced yoga courses at our primary school aiming at improving concentration, relaxation and emotional regulation

### Aim

Evaluation of yoga courses as health prevention for primary school kids with children and their parents.

### Methods

Qualitative single written evaluations with 122 children aged 7-10 years who participated in the yoga courses

Qualitative single written evaluations with 41 parents

Oral feedbacks during the course

The open-ended questions covered the following aspects:

- Change of behaviour, general comments

The answers to the open-ended questions were divided into the different subject areas and were also quantified. Oral feedbacks were included in the evaluation.

### Conclusion

We observed that yoga practise often increases calmness, concentration, wellbeing and a better emotional regulation. Children appreciate the creative and playful way of teaching yoga and love it!
After these first results we go on offering voluntary yoga classes.

### Intervention

- Series of 8-10 weekly voluntary yoga classes, each 50 minutes, for max 12 children
- The classical yoga exercises are adapted to the age of the children
- For internalization, the yoga exercises are repeated several times.
- The sequence is determined by a change of play, movement and rest.
- Depending the teacher a story runs like a red thread through the whole course.
- We encourage the children to give feedback about their body feelings, emotions and conditions after an exercise.
- The beginning and the end ritual are always part of the lesson.
- In the middle of the room an altar is created which is connected to the theme of the class.

### Results

Return rate of questionnaires in children was 85% while 59% of the parents returned it. [6,]

**Results children**



Written comments:
*"I feel more calm", "I feel more joyful", "I feel less anxious"*
*"I can control my emotions before being violent with my peers"*

**Results parents**



Written comments:
*"Self-confidence improved", "child came home happy", "big joy to join the Yoga", "child feels less anxious", "child taught his parents in Yoga"*

References
1. Annual report, school health service Fribourg, Huber-Gieseke T., 2016/2017, 2018
2. Empirical investigation of psychological and physical stress levels in children and adolescents (Hogrefe & Huber, Nordhaus, Hoffer, Nowack, Lohaus et al. 1998, S.11)
3. Stress experience and behavioural abnormalities, Klein-Heßling, 1997 (Bulitt-S. 16)
4. Emotional Screening of Children, Ihle J., Thesis University of Leipzig, 2002 (s. 14)
5. Stuart M. Scientific Foundations for Yoga with Children and Adolescents, 2011
6. Yoga course evaluations, Habermayr S., 2016, 2017, 2018, 2019

Ville de Fribourg

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# Heads Up! -campaign

By Physiotherapist Miia Puustinen & Dentist Marjo Tipuri, FSHS Tampere, Finland

## Background and aims:

In University Student Health Survey (KOTT 2016) conducted by Finnish Student Health Service (FSHS) one in every three students experienced weekly symptoms in the neck and shoulder regions as well as the upper back. Third of students reported teeth grinding and one in four experienced weekly head pain in the temporomandipular area.

The purpose of this campaign by FSHS Tampere was to increase awareness among Finnish university students on how much students are using smart devices, how overuse of smart devices and the lack of regular exercise can sometimes lead to problems in the musculoskeletal system.

## Methods:

Social media campaign "Heads Up!" targeting university students, informative posters, also a web page at FSHS web pages focusing on giving information and how to prevent these common symptoms with simple tips.

**Heads up! -campaign on yths.fi**

**Heads up! -campaign posters**


**Heads up! -campaign on social media**

F S H S
FINNISH STUDENT HEALTH SERVICE

www.yths.fi/en

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# Prevalence of technology-related complaints among adolescents

O.U. Milushkina, N.A. Skoblina, A.A. Tatarinchik, N.A. Bokareva, S.V. Markelova

Pirogov Russian National Research Medical University, Moscow

**Background and aim:** Adolescents are prolific users of information and communication technologies (ICT) in learning and social communication activities. High exposure to ICT is associated with diseases in adults. The aim of this study was to investigate the prevalence of complaints among children and adolescents.

**Methods**: Data were collected by a questionnaire survey of 493 adolescents and were analyzed by descriptive statistics.

**Results**: After working with ICT, 26.1% of schoolchildren and 57.6% of students feel tired. 11.3% schoolchildren and 20.5% students complain of bad sleep.

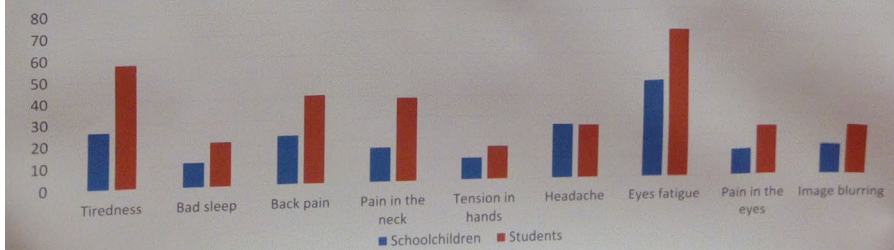
Complaints of fatigue and back pain impose 22.7% schoolchildren and 41.3% of students. Complaints of fatigue and pain in the neck impose 15.9% of schoolchildren and 39.2% of students. Complaints of fatigue and tension in hands impose 10.2% of schoolchildren and 15.6% of students.

Complaints of headaches show 26.1% of schoolchildren and 25.7% of students. Complaints of eye fatigue impose 46.6% of schoolchildren and 69.8% of students. Complaints of pain in the eye area impose 12.5% of schoolchildren and 23.6% of students. Complaints of image blurring impose 14.8% of schoolchildren and 25.3% of students.

Schoolchildren complain more often while using a mobile phone and computer, students - while using a computer or laptop and combined use of a computer and laptop. Schoolchildren have complaints when they using mobile phone up to 30 minutes and computer after 2 hours. Students have complaints when they using a mobile phone up to 30 minutes and after 1 hour when using a computer, laptop and combined use of a computer and laptop. When using ICT, complaints to schoolchildren and students may appear already within 30 minutes of use, their number increases with increasing usage time. If ICT is used for more than 2 hours (continuous use time), complaints are 35.2% of students and 55.3% of students.

**Conclusion**: Complaints when using ICT are diverse, occurring in both schoolchildren and students. Only the emergence of complaints makes schoolchildren and students take a break from working with ICT.

Complaints of schoolchildren and students using ICT, %



Maastricht University

Zuyd University of Applied Sciences

# Useful or not? A critical review of effects of music interventions on child development


Elisabeth H. Dumont[1], Elena V. Syurina [3,] Frans J.M. Feron [1,2], Susan van Hooren [4,5,6]

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2. Department of Social Medicine, Faculty of Health, Medicine and Life Sciences, Maastricht University, NL
3. Athena Institute, Faculty of Science, Vrije Universiteit, Amsterdam, NL
4. KenVak, research centre for the arts therapies, Heerlen, NL
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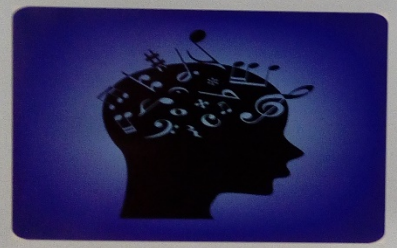
## Background

Music interventions are often said to have an influence on motor, language, social, cognitive, and academic abilities (Schellenberg, 2004; Jentschke and Koelsch, 2009; Forgeard et al., 2008). These interventions may become an appealing approach for schools that are increasingly facing a challenge of supporting education processes and development of children with varied degrees of learning and behavioral difficulties. However, before an extended use can be introduced into practice, we need to have a clearer, more systematic understanding of the known effects musical interventions have.

## Objective

This study aims to review the latest evidence on the effect of musical interventions on the development of primary school-aged children.

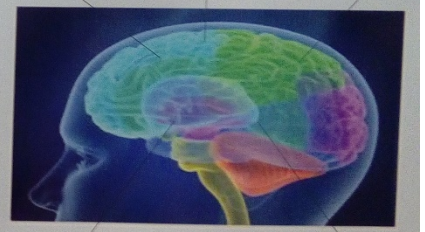


## Results

**Cognitive domain**
Participants N = 1547
Studies N = 16
Evidence +/-

**Academic Performance**
Participants N =
Studies N = 7
Evidence +/-

**Motor domain**
Participants N = 1
Studies N = 2
Evidence ++



**Language domain**
Participants N = 1032
Studies N = 12
Evidence +/-

**Social/emotional domain**
Participants N = 741
Studies N = 9
Evidence +/-

## Method

Four electronic databases were searched from January 2010 through June 2016 using *music, music instruction, music education, music lesson, music training, development, child, student,* and *pupil* as key words for the search. Two reviewers independently evaluated the studies to determine whether they met the stated inclusion criteria. Studies were compared on study setup, methodological quality, intervention components, outcome variables, and efficacy.

## Conclusion

Although the underlying mechanisms are not always clear, evidence of reviewed studies seems suggestive of some beneficial effects. However, clear conclusions are hard to reach due to heterogeneity of studies and interventions. Having a clearer view of effects and possible influencing factors may pave the way for further research on the influence of music on the developing child.


## References


Forgeard, M., Winner, E., Norton, A., and Schlaug, G. (2008). Practicing a musical instrument in childhood is associated with enhanced verbal ability and nonverbal reasoning. PLoS ONE 3:e3566. doi: 10.1371/journal.pone.0003566

Jentschke, S., and Koelsch, S. (2009). Musical training modulates the development of syntax processing in children. Neuroimage 47, 735–744. doi: 10.1016/j.neuroimage.2009.04.090

Schellenberg, E. G. (2004). Music lessons enhance IQ. Psychological Science, 15, 511–514. doi: 10.1111/j.0956-7976.2004.00711.x


Maastricht University

Zuyd University of Applied Sciences

# Beyond the sound of music: an observational study exploring the challenges of music education


Elisabeth H. Dumont[1], Elena V. Syurina [3,] Frans J.M. Feron [1,2], Susan van Hooren [4,5,6]

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6. Faculty of Psychology and Educational Sciences, Open University of the Netherlands, Heerlen, NL


## Background

Previous research on the influence of music education and training on development and academic learning seem to suggest that music participation is positively associated with improvements in auditory skills, motor skills as well as a variety of aspects of cognitive development and academic learning (Jaschke, Eggermont, Honing & Schreder, 2013; Miendlarzewska & Trost, 2014; Dawson, 2014, Dumont, Syurina, Feron & van Hooren, 2017). Music education in (special) primary schools is organized in highly diverse ways with regard to content, methods of teaching and time spent on music lessons. Consequently, the quality of music teaching in different schools may vary greatly.

## Objective

The aim of this explorative study on music education in primary and special primary schools in the Netherlands was to gain insight into the current situation and the factors influencing the provision of music education.

## Method

This qualitative study employed observational research methods. A total of sixteen music lessons was observed at five different schools over the course of ten months. Of the five participating schools, two were primary schools and three were special primary schools. Observational scheme, based on the outcomes of previous study, included 7 aspects:

(1) The beginning of the lesson
(2) Activating prior knowledge
(3) Motivation
(4) Teacher-child interactions
(5) Content
(6) Differentiation
(7) Ending of the lesson

## Results

Similarities were revealed between the schools in terms of
(a) The active participation of the child
(b) The duration of musical activities and
(c) (non-)verbal communication and non-verbal encouragement from the teacher

Differences were observed in
(a) The music equipment and space available,
(b) The child's enjoyment and own contribution
(c) The musical domains considered, the amount of variation and repetition of musical activities as well as how activities were connected and expanded
(d) teacher behavior and musical abilities
(e) in the way teachers organized instruction and employed teaching methods.

Results pointed to the importance of the teacher being able to
(a) choose musical activities and teaching methods that take into consideration the different learning styles and individual differences between children,
(b) reward a child's (non) musical growth rather than achievement
(c) being responsive, sensitive and supportive.

## Conclusion

The present study illustrated a broad range of music lesson practices. The observed practices could be viewed as a continuum encompassing a huge range of possibilities in music learning and ways for children's stimulation.
The position and background knowledge of the teacher, but also certain degree of flexibility are central for the optimization of its use.

## References


Dawson, W.J. (2014). Benefits of music training are widespread and lifelong: a bibliographic review of their non-musical benefits. *Medical problems of performing artists, 29*(2), 57-63

Jaschke, A. C., Eggermont, L. H., Honing, H., & Scherder, E. J. (2013). Music education and its effect on intellectual abilities in children: a systematic review. *Reviews in the Neurosciences, 24*(6), 665-675. DOI: 10.1515/revneuro-2013-0023.

Miendlarzewska, E. A., & Trost, W. J. (2014). How musical training affects cognitive development: rhythm, reward and other modulating variables. *Frontiers in neuroscience, 7*, 279. DOI: 10.3389/fnins.2013.00279

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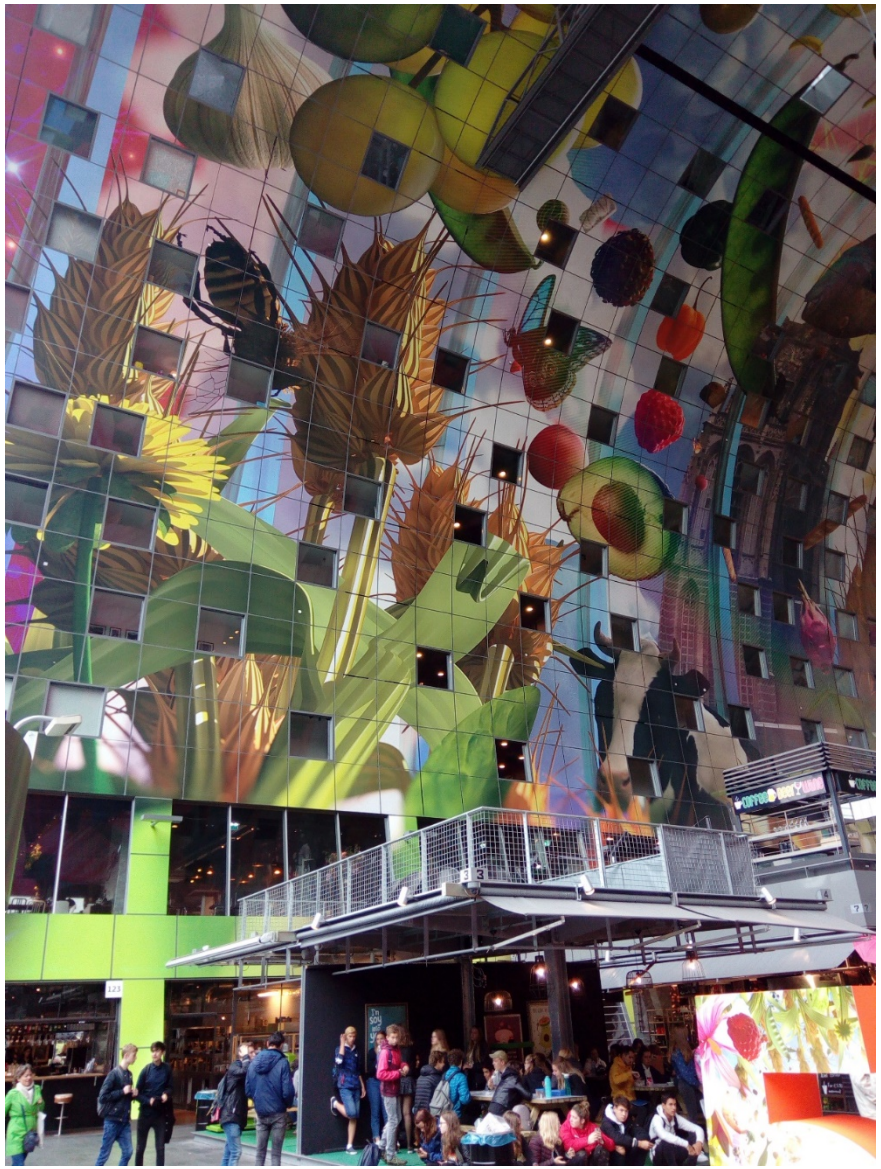
# Rotterdam



# Delft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