

# Chapter 1

## Integral Health in the Classroom: Developing Resilience and Well-Being Through an Interdisciplinary Education Model

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### ABSTRACT

*This chapter discusses the importance of implementing an interdisciplinary educational model in schools to promote mental health, prevent eating disorders, and improve the oral health of children and adolescents. This approach is committed to integrating prevention and health promotion within the school curriculum, focusing on the development of socio-emotional skills and promotion of mental well-being, in addition to academic knowledge. It highlights the importance of fostering collaboration between teachers, psychologists, nutritionists, and health professionals to address these aspects effectively, thus improving the academic performance and quality of life of students.*

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## **INTRODUCTION**

In terms of health promotion, educational centers are the fundamental space for the health of young people for the prevention and early promotion in areas of great importance such as mental health, eating disorders, and oral health, especially in the stages of adolescence and pre-adolescence. Approaching this prevention model from an interdisciplinary perspective allows the integration of knowledge and enriched practices made by contributions from various disciplines. This approach is presented as a valid strategy to address in a global, comprehensive, and effective way the complex challenges of preserving healthy habits in young people (Stokols et al., 2008).

Especially due to the boom in the usage of social networks in recent years, mental health has been threatened. Social isolation, cyberbullying, sedentary lifestyles of the need for “likes” are affecting the physical and mental health of young people.

These problems are significantly affecting the general health and well-being of young people. Both families and schools have raised concerns about the scope of these problems. The high incidence of anxiety, depression, and stress problems among students reveals a reality that should most urgently be addressed through the implementation of, and development of mental health prevention and promotion programs embedded in the school curriculum (Pérez-Jorge et al. , 2024). These programs, designed from

an interdisciplinary point of view, can promote a school environment focused not only on the acquisition of academic knowledge but also on the development of social-emotional skills, resilience, and mental well-being. The importance of these skills and their positive impact on the academic performance and mental health of students have been well studied by Durlak et al., (2011) who highlight their positive impact on the improvement of social and emotional skills, attitude toward themselves and others, positive social behaviors, in one's attitude towards studying in the classroom. In addition, they described a decrease in disruptive behaviors and emotional stress.

Youngsters with eating disorders is another recent concern. The programs developed towards preventing this behavior in schools have given good results thanks to the interdisciplinary approach to the problem (Plateau et al., 2015; Le et al., 2017; Austin 2000; Stice et al., 2019, Stice et al., 2023; Fitzsimmons-Craft et al., 2019; Watson et al., 2016). Teaching young people to develop healthy nutritional habits and have a good self-perception and body image, as a strategy to prevent eating disorders such as anorexia or bulimia, requires collaborative work between teachers, psychologists, nutritionists, and health professionals. This interdisciplinary approach needs to be incorporated into educational programs and the daily routines associated with food (school cafeteria, breakfast, or mid-morning) and sports practice, during

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