



Schools as Contexts for Wellbeing and Mental Health in Childhood and Adolescence

Guest Editors:

Dr. Paula Vagos

Instituto de Desenvolvimento Humano Portucalense, Universidade Portucalense Infante D. Henrique, 4200-072 Porto, Portugal

Dr. Ana Xavier

Instituto de Desenvolvimento Humano Portucalense, Universidade Portucalense Infante D. Henrique, 4200-072 Porto, Portugal

Dr. Lénia Carvalhais

Instituto de Desenvolvimento Humano Portucalense, Universidade Portucalense Infante D. Henrique, 4200-072 Porto, Portugal

Message from the Guest Editors

Children and adolescents account for nearly 40% of the global population, of which about 10% experience psychological vulnerabilities or symptoms. The school experience of children and adolescents worldwide has been forcibly altered in recent years, including how classes take place, the way teachers, psychologists and other school-staff relate to students, and how students interact with each other. Moving forward, it is important to take evidence-based lessons on how schools may continue to positively shape human development. This Special Issue welcomes original works that may provide that evidence, using diverse quantitative methodologies (e.g., correlation, experimental, longitudinal, clinical trials, etc.). Contributions will focus on how school-related variables contribute to childhood and adolescent wellbeing and mental health, as well as emphasizing practical/applied ways of relying on those variables to promote schools as contexts for holistic and adaptive developmental trajectories.

Deadline for manuscript submissions:
closed (28 February 2023)





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Editor-in-Chief

Prof. Dr. Paul R. Ward

School of Society and Culture,
Adelaide University, Adelaide
5001, Australia

Message from the Editor-in-Chief

Addressing the environmental and public health challenges requires engagement and collaboration among clinicians and public health researchers. Scientific discoveries and advances in this research field play a critical role in providing a rational basis for informed decision-making toward control and prevention of human diseases, especially the illnesses that are induced from environmental exposure to health hazards.

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*International Journal of
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Health* Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland

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