Perceptions for School-Based Caring Among Parents of Children With Chronic Disease: An Integrative Review

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Purpose:
A major concern of school-based healthcare is providing care for children with chronic illnesses. However, we lack integrative reviews of the literature about parents’ perceptions and attitudes about school-based healthcare for their chronically ill children. This study aimed to learn about parents’ perspectives on school-based healthcare through an integrative review of articles published between 2008 and 2018 that considered parents of children with chronic diseases.

Methods:
This integrative review followed Whittemore and Knaf’s (2005) five stages: problem identification, literature search, data evaluation, data analysis, and presentation of the results. The search was performed in the Pubmed, Cumulative Index to Nursing and Allied Health Literature, Embase, and Web of Science databases. The keywords included school nurse, experience, parents, child, and specific chronic diseases and their synonyms. The inclusion criteria were: (1) peer-reviewed published or in-press articles, (2) in English, (3) a school setting, and (4) a healthcare component. The data were extracted using Endnote. The articles that met the inclusion criteria were organized using a PRISMA flow diagram. Jonna Briggs Institute tools were used to appraise the methodological quality of the selected articles. For the synthesis step, two researchers analyzed colonization, control and comparison, partial and total, and commonality and specificity to identify patterns. New analytic constructs, explanations, and hypotheses were developed, and a conceptual map was drawn.

Results:
Sixteen articles were analyzed and independently appraised by two researchers. There were five qualitative studies, nine quantitative studies, and two mixed methods studies. Regarding chronic diseases, there were eight cases of Type 1 diabetes mellitus, six cases of asthma, one allergy case, and one case of multiple chronic diseases. The synthesis of the key findings extracted four themes: (1) policy-based systematic approaches, (2) qualified content and effective facilitation of school-based programs, (3) advocacy, and (4) school-parent partnerships. The parents of children with chronic diseases faced a variety of problems regarding disorganization in the school-based healthcare system. They expressed fears and concerns about the possible need for care for unexpected urgent medical conditions and medication administration errors and they wanted safer school environments with well-trained school staffs. The parents expected advocacy for their children, expressed a need for supportive environments
without discrimination inside and outside the classroom, and wanted peers for their children. They expected school staff to foster awareness of chronic diseases and expressed a need for partnerships between parents and schools through effective communications.

**Conclusion:**
Parents of children with chronic diseases perceived a need for robust and understandable school-based healthcare systems based on laws and policies. Administrators, school staff, and school nurses should develop effective school-based interventions for children with chronic diseases through an improved understanding of parents' perceptions of school-based healthcare.

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**Keywords:**
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**Abstract Summary:**
This study was integrative reviewed by Whittemore and Knalf’s five stage. This synthesis of key findings extracted four themes that were identified: systematic approaches under policies, qualified contents and effective facilitation of school-based program, advocacy, school-parent partnership.

**References:**

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