

CONCEPT ANALYSIS

Interprofessional Collaboration Role of School Nurse: A Concept Analysis

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Abstract

This concept analysis seeks to clarify the interprofessional collaboration role of school nurses and provide a definition using Rodgers' evolutionary method. A literature search was utilized to determine the interprofessional collaboration role and its notable attributes, antecedents, and consequences. Defining attributes of interprofessional collaboration include values/ethics for interprofessional practice, roles and responsibilities of a school nurse, communication, and teamwork, which explain and constitute the definition of the concept. Antecedents include care coordination, case management, case finding and collaboration with consequences of health outcomes, interdisciplinary mobilization, and school health services integration were recognized in the text as those events or aspects that occur before and after interprofessional collaboration takes place in a practical situation, respectively. Indeed, this paper adds and builds further understanding of the concept, potentially guiding a standard reference to the term, and facilitating further knowledge on how school nurses and other health care providers can effectively apply interprofessional collaboration in various settings.

Keywords: *interprofessional collaboration, school nurse, education*

Introduction

The school nurses reported a need for more clarity regarding their role in health and its implementation in schools, indicating that professionals in teams need to discuss collaboration to find their niche given the new conditions. Sense of Coherence theory emerged as a useful framework for discussing concrete work-related factors in the school environment (Morberg et al., 2009; Hacker & Wessel, 2009; Reuterswärd & Hylander, 2017). Explicit conceptualization through interprofessional collaboration helps to move towards a more precise meaning and role clarity and identify a baseline to validate current practice.

This concept analysis aligns with the development of school health nursing (SHN) roles worldwide, particularly interprofessional collaboration. This conceptual progress has had an important impact on the nursing literature and clinical practice.

Background

Shaping collaboration would lead to coordinated care of non-health and healthcare-related professionals. Equipped with specialized skills and knowledge, this practice provides

comprehensive, coherent, and continuous responses to patients' unique and developing healthcare needs (Clark, Willgerodt, & Quinonez, 2017).

Recognition of the importance of interprofessional collaboration has manifested in promoting patient-centered healthcare that improves safety, quality, accessibility, and efficiency with an initiative to enhance the patient experience of care; improve health; and reduce healthcare costs (Berwick, Nolan, & Whittington, 2008; IPEC, 2016).

According to McIntosh et al. (2021), Interprofessional collaboration is an important approach to providing quality care to patients by healthcare professionals. Interprofessional collaboration is standard in healthcare organizations such as hospitals and long-term healthcare facilities where each professional of the healthcare team contributes to the overall healthcare plan for the patient. Interprofessional collaboration works primarily in institutions such as schools, and the impact on how the school nurse can facilitate cooperation between healthcare and education professionals ultimately benefits students.

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The Institute of Medicine (IOM) identified interprofessional collaboration among healthcare providers as an essential part of improving the accessibility, quality, and value of healthcare. The report highlights four key messages, one of which emphasizes nurses' role as overall partners, with other health professionals, in redesigning health care (Sullivan et al., 2015).

In the WHO framework, collaborative practice occurs when various health workers from different professional identities work closely with patients, families, and communities to deliver the best quality of care. It makes sense that a team would deliver the best care to providers with diverse experience, education, and training—all of whom exchange information with one another and dedicated to patient health and well-being.

Related Concepts

Terminologies related to interprofessional collaboration based on literature terms include interprofessional, interprofessional education, collaboration, and partnership.

According to Meriam and Webster Dictionary (2021), the term interprofessional means occurring between or involving two or more professions or professionals in a committee or collaboration working with experts in different fields, especially within the healthcare industry. Interprofessional education (IPE) and interprofessional collaborative practice (IPCP) are separate but related concepts (Sullivan et al., 2015). For health professionals, learning the skills to work on interprofessional collaborative practice effectively is best gained through interprofessional education, in which two or more health professions work together to provide coordinated, safe, high-quality, accessible, patient-centered care. Collaboration might mean handing the patient chart to the next provider. Communication, however, can ensure the delivery of care and patient safety.

Rodger's Evolutionary Method

The evolutionary method of Rodger is particularly appropriate given the changes the concept has undergone, its dynamic nature, and its adaptability according to the setting and situation in which it is applied. Rodgers' method includes six steps that are listed sequentially, but they are developed iteratively: (i) identify the concept of interest, including its historical perspective and conceptual evolution for a deeper understanding; (ii) identify and select the appropriate realm setting, sample and data sources for data collection; (iii) collect relevant data to identify the attributes of the concept, temporal basis including antecedents and consequences, related concepts; and contextual basis including uses by discipline and context; (iv) analyze and summarize the data regarding the characteristics of the concept; (v) identify an example of the concept; and (vi) identify implications for further development of the concept (Rodgers and Knafel, 2000).

Collecting the Data – The Literature Search Process

The inclusion criteria included sources containing one or more keywords: 'school health nursing' OR 'school nurse' AND 'interprofessional collaboration'. Preliminary data sources included CINAHL, relevant nursing texts, and other grey literature such as Google search terms. Articles published on the year 1990 to 2021 was set as a time reference. Studies and discussion papers were included if published in English, and their abstract included one or more of the search terms. A total of 25,580 articles from CINAHL were initially obtained. After removing duplicates, titles and abstracts were reviewed and aligned to the inclusion criteria questions. This approach led to initial 30 abstracts and titles that met the inclusion question criteria that were reviewed collectively.

Defining Attributes

Values/Ethics for interprofessional practice explicated the maintenance of mutual respect and shared values, which include responsibility, accountability, cooperation, assertiveness, autonomy, mutual trust, and respect. The roles and responsibilities take understanding in meeting individual patient health needs. Communication with a coordinating approach helps to ensure timely responses to promoting and maintaining health and preventing and treating disease. Lastly, teamwork applies relationship-building principles of dynamics of planning, delivering, and evaluating learner-centered care and school health program (Sullivan, 2015; Fleming & Willgerodt, 2017).

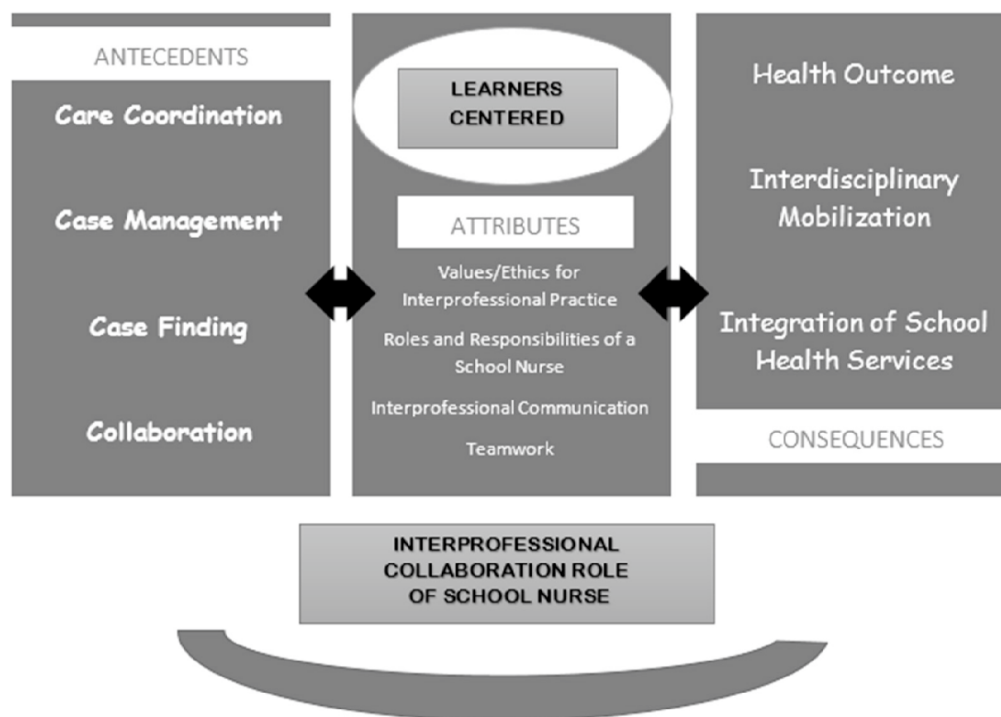
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Some noted antecedents of school nursing are case management, care coordination, case finding, surveillance, and student health. Care coordination is defined by McDonald et al. (2007) as the integrated organization of patient care activities involved in a patient's care to facilitate the appropriate delivery of healthcare services. Case management is a process of assessing, planning, facilitating, evaluating, and advocating the meet of an individual's and family's comprehensive health needs through proper medium and available resources to promote quality cost-effective quality outcomes. In the school setting, care coordination begins with identification of students with healthcare needs. School nurses plan for and meet student health needs through a well-established process of identification that includes case finding. Then, once a student's health need has been identified, collaboration processes begin.

Consequences

The first consequence is the manifestation of interprofessional collaboration in improving health outcomes among learners, patients, families and communities. Secondly, coordinated care

Figure 1. Interprofessional collaboration role of school nurse model based on Rodger's evolutionary method.



for students and school nurses face opportunities and challenges with external entities leading to interdisciplinary mobilization. School nurses work across systems and navigate outsider's views and other identified health professional partners. Lastly, redesigning of school health nursing practice can be implemented, evaluated, and updated to integrate school health services and student health care needs. The quality of the school nursing care, as with other care planning, implementation, and health outcomes, depends motivated through the interprofessional collaboration role.

Model Case

In providing everyday school health interventions for learners with chronic health conditions, school nurses must collaborate care with other healthcare professionals outside the school setting. For example, to serve a 17-year-old secondary male student with diabetes, interprofessional collaboration is vital. The school nurse may be essential to interface with an endocrinologist, pediatrician, social worker, nutritionist, vaccinator, and medical practitioner, as well as the family included in the care plan. The nurse must partner and integrate new health information into the existing collaborative interprofessional approach to incorporate any changes necessary to alter an ever-dynamic, school-based care plan.

Discussion

Each nurse has a span of decision-making and practice standards that guide them in providing care; developing a plan is critical in school health because this would be the basis of the processes and procedures involved in delivering health care. This concept analysis will serve as the initial qualification for a smooth school health nursing intervention relative to the principles and frameworks embodied in nursing as a science and art. Lastly, interprofessional knowledge and skills are needed to find, understand, judge, and use relevant health information to make decisions about health and wellness. Globally, there is the urge of the nursing community to 'strive for harmony' in understanding all aspects of school health nursing roles to promote safety best.

Implication For Future Theory Development And Research

School nurses today face issues of funding, advocacy, public confusion of the role, and the need for evidence-based research to support their position. Additionally, school nurses today attend to multiple student health issues, including contagious diseases, culture and language barriers, poverty, children with chronic needs, and environmental health and safety concerns (Wolfe, 2013).

The results show that interprofessional collaboration was defined in the literature and that research needs to include interprofessional collaboration that involves multiple professions in school. Interventions involving social workers and school nurses had positive, though small-to-moderate, effects on a range of outcome measures.

Implication For Nursing Practice

Working within an academic environment, school nurses work to provide coordinated and complex care to students. Adapting to their needs about health and wellness provides critical decision-making embodied with scientific approaches and evidence-based intervention in liaison with other healthcare disciplines, being the nurse as the center of care planner. School nurse practice embodies a new direction in healthcare potential and is an actual leader in providing care coordination and case management for students (McClanahan & Weismuller, 2015).

Conclusion

This concept analysis seeks to clarify the interprofessional collaboration role in school health nursing and provide a definition using Rodgers' concept analysis method. This in-depth analysis of interprofessional collaboration role attributes, antecedents, and consequences is particularly relevant, as they add and build further understanding of the concept, potentially guiding a common reference to the term and facilitating further understanding as to how nurses and other health care providers can effectively apply it in a variety of settings.

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