

Medical Care at Special Needs Schools

– Transformation of cooperative relationships between nurses and
teachers –

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The purpose of this study is to clarify the roles of nurses and teachers involved in medical care at special needs schools, while also revealing the transformation of the related cooperative relationships.

Between January and July 2015, semi-structured interviews were carried out targeting four nurses and three teachers working at special needs schools. Through these interviews, the nurses and teachers related instances of confusion & worry, challenge, roles, and cooperation, etc.

To start, their narratives were divided into those of nurses and teachers. Inductive analysis was then used based on the verbatim record of the interviews using the KJ method as a reference. Then, the structured interviews were conducted. The results of the analysis and the roles of the nurses and teachers were classified into five categories. The categories of the roles of the nurses involved students, teachers, parents, and doctors, with nurses as well, while the categories of the roles of the teachers involved students, nurses, parents, welfare institutions, with teachers too. The cooperative relationships were then constructed based on the categories of “Confusion and Worry” and “Challenges.” The attitude behind the construction of the cooperative relationships was then revealed. Specifically, the attitude of the nurses corresponded to the medical care regarding an understanding of the field of education. The attitude of the teachers was such that they accepted the nurses as equals and relayed their opinions from each other’s standpoint. For the “Cooperation” category, the most important point was information-sharing by the nurses and teachers. This cooperation is then discussed.