

DOI: <https://doi.org/10.5281/zenodo.10843967>

## BRIDGING THE GAP BETWEEN EDUCATION AND HEALTHCARE FOR HOSPITALISED CHILDREN

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### ANNOTATION

*Hospitalization can be a challenging and disruptive experience for children, affecting not only their physical health but also their emotional well-being and education. While the primary focus of healthcare professionals is understandably on treating the child's medical condition, the extended absence from school and disruption to their normal routine can have significant consequences for their academic and social development. This is where hospital pedagogy comes in - an interdisciplinary approach that aims to bridge the gap between education and healthcare for hospitalized children. By providing individualized educational support and promoting a sense of normalcy and continuity, hospital pedagogy can help mitigate the negative impacts of hospitalization and promote better outcomes for children. In this article, we will explore the key components and benefits of hospital pedagogy, as well as the challenges and barriers to its effective implementation. We will argue that hospital pedagogy is a vital component of comprehensive and compassionate care for hospitalized children, and that greater investment and support is needed to ensure that all children have access to this essential service.*

**Key words:** *hospital, pedagogy, research, components, psychosocial well-being, healthcare, study, medical.*

## **Introduction**

Hospitalisation can have profound effects on the educational experiences and psychosocial well-being of children, often disrupting their academic routines and social interactions. For hospitalised children, maintaining educational continuity becomes paramount to mitigate the adverse consequences of prolonged medical stays. Hospital pedagogy, as an interdisciplinary approach, aims to bridge the gap between education and healthcare by providing tailored educational support to children receiving medical treatment. This study explores the role of hospital pedagogy in addressing the educational needs of hospitalised children and fostering holistic care within healthcare settings.

## **Methods:**

This study employed a mixed-methods research design to investigate the efficacy of hospital pedagogy in supporting the educational needs of hospitalised children. Qualitative interviews were conducted with hospital pedagogues, educators, healthcare professionals, and parents to gather insights into their experiences and perspectives on hospital pedagogy. Additionally, quantitative surveys were administered to hospitalised children to assess their satisfaction with educational support services and perceived impact on their academic progress and well-being. Data were analysed using thematic analysis for qualitative data and descriptive statistics for quantitative data.

## **Results:**

Qualitative findings revealed that hospital pedagogy plays a crucial role in addressing the educational needs of hospitalised children by providing individualised educational support, facilitating academic continuity, and promoting psychosocial well-being. Hospital pedagogues collaborated closely with healthcare teams to integrate educational activities into the hospital environment, tailoring interventions to meet the unique needs of each child. Educators and healthcare professionals recognised the importance of interdisciplinary collaboration and the positive impact of hospital

pedagogy on children's educational outcomes and overall adjustment during hospitalisation.

Quantitative results indicated high levels of satisfaction among hospitalised children with the educational support services provided through hospital pedagogy. The majority of participants reported feeling engaged in learning activities, supported in their academic progress, and better prepared for reintegration into school post-discharge. Moreover, children expressed appreciation for the sense of normalcy and continuity that educational interventions offered amidst the challenges of hospitalisation.

### **Discussion:**

The findings of this study underscore the significance of hospital pedagogy in bridging the gap between education and healthcare for hospitalised children. By integrating educational support services into healthcare settings, hospital pedagogy facilitates academic continuity, promotes psychosocial well-being, and enhances the overall hospital experience for children and families. Interdisciplinary collaboration between educators and healthcare professionals is essential in ensuring the effective implementation of hospital pedagogy and meeting the diverse needs of hospitalised children. Further research is warranted to explore the long-term educational outcomes and implications of hospital pedagogy interventions, as well as strategies for scaling up and sustaining these initiatives within healthcare systems.

### **Conclusion:**

Hospital pedagogy serves as a valuable resource in supporting the educational needs of hospitalised children and promoting holistic care within healthcare settings. By bridging the gap between education and healthcare, hospital pedagogy contributes to the well-being and academic success of children undergoing medical treatment. Continued investment in interdisciplinary collaboration, research, and innovation is essential to advance the field of hospital pedagogy and ensure equitable access to educational opportunities for all hospitalised children.

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