

Multi-perspective Qualitative Study: Practices and Dilemmas of Gamified Respiratory Training for Pediatric Pneumonia

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Abstract

Objective: To explore the participation experience, behavioral evolution, multidisciplinary collaboration, and practical dilemmas of gamified respiratory training for children with pneumonia from multiple perspectives (children, parents, rehabilitation therapists, nurses, and physicians). **Methods:** A phenomenological approach was adopted. Semi-structured interviews were conducted with 39 participants (15 children, 15 parents, 3 rehabilitation therapists, 3 nurses, and 3 physicians). Data were analyzed using Colaizzi's seven-step method. **Results:** Three themes and eight sub-themes were identified. Theme 1: Experience reshaping from "passive treatment" to "active player" (behavioral trajectory, age gradient of motivation, parental attitude change). Theme 2: Professional foundation and interdisciplinary collaboration model (three-tier strategy, three-party closed-loop collaboration). Theme 3: Multi-perspective barriers and sustainability dilemmas (high workload, collaboration vulnerability, home continuation gap). **Conclusion:** Gamified respiratory training has significant value in pediatric pneumonia rehabilitation. The three-party collaboration (therapist-nurse-physician) is key to ensuring quality but faces challenges including lack of standardization, insufficient human resources, and difficulties in home continuation.

Keywords

Children with Pneumonia, Gamified Nursing, Respiratory Training, Multidisciplinary Collaboration, Qualitative Research