



# The psychopedagogue activity in the hospital context

## A atuação do psicopedagogo no contexto hospitalar

## La actuación del psicopedagogo en el contexto hospitalario

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### **Abstract**

The performance of the hospital psychopedagogue is a Brazilian reality in hospitals that adhered to the humanization policy proposed by the Ministry of Health in 2002. Since then, hospitals have come to recognize the importance of the performance of non-medical professionals for the construction and circulation of knowledge of an interdisciplinary nature, allowing to bring to the scene the biopsychosocial aspects of the patient, allowing greater effectiveness in treatments. **Objective:** This article aims to identify and describe the performance of psychopedagogues in the hospital context and the methodological bases that support their practice. **Methods:** This is a literature review in the integrative model, from access to the Capes Periodic and Virtual Health Library (VHL) platforms, using the databases: LILACS and SCIELO and MEDLINE. Inclusion criteria were: peer-reviewed articles, last 10 years, using the keywords “psychopedagogy” and “hospital”, available electronically, in Portuguese, English and / or Spanish, whose results corresponded to the psychopedagogue’s performance in the hospital context. **Results:** The results show that the performance of this professional has undergone changes throughout the history of the construction of the psycho-pedagogical field, but there are still few records regarding the consolidation of his work with hospitalized children and adolescents, as well as about his work with family members and their families. involved in their school process. **Conclusion:** The performance of this professional gains space in multidisciplinary teams and is necessary, both preventively and therapeutically, and should be valued by teams of health professionals, seeking an integrative view of hospitalized children.

**Keywords:** Learning; Child; Diagnosis; Nursing

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### **Authors’ contributions:**

RQA: Study design; methodology; data collection; outline of the article; critical Review; RMACF: study design; methodology; data collection; outline of the article; critical review and orientation; RRRP: study design; methodology; data collection; outline of the article; critical review and orientation

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## Resumo

A atuação do psicopedagogo hospitalar é uma realidade brasileira em hospitais que aderiram à política de humanização, proposta pelo Ministério da Saúde em 2002. Os hospitais, desde então, passaram a reconhecer a importância da atuação de profissionais não médicos, para uma construção e circulação de saberes de natureza interdisciplinar, possibilitando trazer à cena os aspectos biopsicossociais do paciente, permitindo maior efetividade nos tratamentos. **Objetivo:** Este artigo se propõe a identificar e descrever a atuação do psicopedagogo no contexto hospitalar e as bases metodológicas que sustentam a sua prática. **Métodos:** Trata-se de revisão de literatura no modelo integrativa, a partir do acesso às plataformas Capes Periódico e Biblioteca Virtual da Saúde (BVS), usando as bases de dados: LILACS e SCIELO e MEDLINE. Os critérios de inclusão foram: artigos revisados por pares, últimos 10 anos, utilizando as palavras chave “psicopedagogia” e “hospitalar”, disponíveis eletronicamente, em português, inglês e/ou espanhol, cujos resultados correspondiam à atuação do psicopedagogo no contexto hospitalar. **Resultados:** Os resultados mostram que a atuação deste profissional passou por mudanças no decorrer da história da construção do campo psicopedagógico, mas ainda há poucos registros referentes à consolidação do seu trabalho com crianças e adolescentes hospitalizados, como também sobre sua atuação com os familiares e os envolvidos em seu processo escolar. **Conclusão:** A atuação deste profissional ganha espaço nas equipes multidisciplinares e se faz necessária, tanto em caráter preventivo como terapêutico, e deve ser valorizada pelas equipes de profissionais da saúde, em busca de uma visão integrativa à criança hospitalizada.

**Palavras-chave:** Aprendizagem; Criança; Diagnóstico; Enfermaria

## Resumen

El desempeño del psicopedagogo hospitalario es una realidad brasileña en los hospitales que se adhirió a la política de humanización propuesta por el Ministerio de Salud en 2002. Desde entonces, los hospitales han llegado a reconocer la importancia del desempeño de los profesionales no médicos para la construcción y circulación de conocimiento de carácter interdisciplinario, que permite llevar a escena los aspectos biopsicosociales del paciente, permitiendo una mayor efectividad en los tratamientos. **Objetivo:** Este artículo tiene como objetivo identificar y describir el desempeño de los psicopedagogos en el contexto hospitalario y las bases metodológicas que respaldan su práctica. **Métodos:** Esta es una revisión de la literatura en el modelo integrativo, desde el acceso a las plataformas de la Biblioteca de Salud Periódica y Virtual de Capes (VHL), utilizando las bases de datos: LILACS y SCIELO y MEDLINE. Los criterios de inclusión fueron: artículos revisados por pares, últimos 10 años, utilizando las palabras clave “psicopedagogía” y “hospital”, disponibles electrónicamente, en portugués, inglés y / o español, cuyos resultados correspondieron al desempeño del psicopedagogo en el contexto hospitalario. **Resultados:** Los resultados muestran que el desempeño de este profesional ha sufrido cambios a lo largo de la historia de la construcción del campo psicopedagógico, pero todavía hay pocos registros sobre la consolidación de su trabajo con niños y adolescentes hospitalizados, así como sobre su trabajo con miembros de la familia y sus familias. involucrado en su proceso escolar. **Conclusión:** El desempeño de este profesional gana espacio en equipos multidisciplinares y es necesario, tanto preventiva como terapéuticamente, y debe ser valorado por equipos de profesionales de la salud, que buscan una visión integradora de los niños hospitalizados.

**Palabras claves:** Aprendizaje; Niño; Diagnóstico; Enfermería

## Introduction

Educational psychology is managed by the work of professionals from several fields of knowledge: educators, physicians, psychologists, sociologists and linguists that are aiming to understand the learning processes, either in their typical or atypical state<sup>1,2</sup>.

In this way, the identity of the educational psychologist was being built based on different educational and hospital contexts, and from the practice of professionals in the field, who had different demands. Over the time, these professionals opened several spaces and contexts of activity, thus becoming the main protagonists of this history<sup>3</sup>.

Therefore, the qualification of an educational psychologist is a continuous process that integrates other fields of knowledge and maintains ethical, educational, and pedagogical aspects. This journey begins in the undergraduate course, regardless of being a Teaching Licensure, Pedagogy, Speech-Language Pathology and Audiology, Psychology and related areas, and is complemented with courses of psychodrama, neurolearning, and psychoanalysis, thus enabling the construction of inter- and transdisciplinary knowledge<sup>3</sup>.

However, its initial theoretical foundation was supported by the combination of Psychology and Pedagogy, having learning as an object of study, and being analyzed from two approaches: preventive, which understands that the developing individual is subject to changes in this process; and the therapeutic, which is the identification, analysis and development of a methodology for the diagnosis and treatment of learning difficulties<sup>2</sup>.

The educational psychology care at hospitals began in the early 1980s, with some services implemented to care for hospitalized children and adolescents. These services included the Centro de Referência da Infância e Adolescência [Reference Center for Childhood and Adolescence] - CRIA of the Department of Psychiatry at UNIFESP, which was established in 1976; the Neurolearning Difficulties, of the Hospital de Clínicas at the Universidade Estadual de Campinas; and the Psychiatric Care at the Hospital das Clínicas de Porto Alegre<sup>1</sup>.

With its beginning shaped by the demands from certain realities, the educational psychologist eventually combined more resources in order to act alongside other health professionals in the reintegration of hospitalized children and adoles-

cents who are at risk in physical, emotional and educational aspects<sup>1</sup>.

Significant contributions to the structure of educational psychology work emerged in the 1980s through the humanization process in the hospital environment. In this process, hospitals noticed new demands from professionals, other than physicians, in order to provide a more individualized and unique care for each patient<sup>1</sup>.

The topic of humanization is widespread today in the health area, especially after the launch of the Hospital Humanization Pilot Project in 2000, by the Ministry of Health. This project of humanization of hospital relations aimed to create a new culture of relationships between health professionals and users, aiming at valuing human life. Therefore, it can be thought that relationships should not be restricted only to the field of knowledge and technical language in the health area<sup>4</sup>.

Hospitals noted new demands from professionals, other than physicians, as the physical healing alone was not being effective in the therapeutic treatment and there was also a need for a more individualized and unique care for each patient.

Recent studies have tried to structure the educational psychology planning and intervention with hospital teachers, with the intention of monitoring children and young people admitted to health care, and based on the document on strategies and guidelines for a hospital work provided by the Ministry of Education and by the Law No. 10,685 of November 30, 2000, submitted by the Dr. Flavio Marques<sup>4</sup>.

In 2001, educational psychology at hospitals was included in a proposal for an educational care integrated into the health system, ensuring the educational psychology support to hospitalized students, in order to prevent deficits in the teaching-learning process<sup>4</sup>.

Thus, the work of this professional becomes relevant for a sensitive care and listening, aiming to understand the situation experienced by children and their families, which may generate potential trauma due to the interaction time and the change in their routine<sup>5</sup>.

However, there are still scarce publications and studies on educational psychology care at hospitals in Brazil describing the work of educational psychologists and their contributions in multidisciplinary health teams.

## Objective

To conduct a comprehensive systematic review in order to identify the work of educational psychologists in the hospital context and the methodological foundations that support their practice.

## Methods

This is a literature review in the integrative model conducted from the access to the Capes Periódicos and Biblioteca Virtual da Saúde (BVS) platforms, including the following databases: LI-

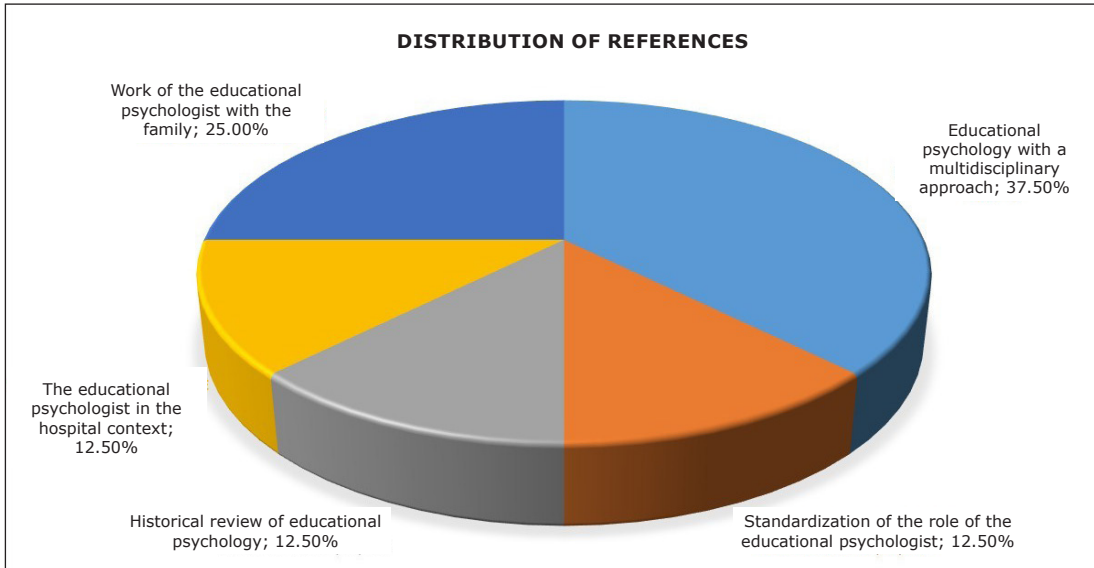
LACS, SCIELO and MEDLINE. Inclusion criteria were: peer-reviewed studies, published in the last 10 years, using the keywords “educational psychology” and “hospital” as electronically available in Portuguese, English and/or Spanish, whose results corresponded to the work of educational psychologists in the hospital context.

15 articles were found, 5 of which were excluded for not matching the theme and 2 for being duplicates, resulting in 8 studies included for analysis: 7 studies found in the SCIELO database, 1 in the LILACS database and 0 in the MEDLINE database.

**Chart 1.** Distribution of references included in the integrative review, with LILACS and SCIELO databases in order of year of publication

Title	Database	Year of Publication	Authors	Purpose
1. Construção Psicopedagógica, por que e para quem? Pontos de vista e reflexões.	SCIELO	Rev. Psicoped. 2010	Fagali EQ	The study refers to the educational psychology work with the interdisciplinary approach and the commitment in the construction of knowledge and dialogue with the differences.
2. A psicopedagogia e o atendimento pedagógico hospitalar	SCIELO	Rev. Psicoped. 2010	Lima, M. C. C.; Natel, M. C.	Study with an interview model on the contribution of educational psychology to the hospital context through an institutional and systemic view
3. Mães de crianças com baixa visão: compreensão sobre o processo de estimulação visual.	SCIELO	Pepsi. Rev. Psicoped 2011	Figueiredo MO, Silva RP, Nobre MR	Application of a questionnaire with the mothers or guardians of low-vision children assisted at the Ophthalmology Outpatient Clinic of the Hospital de Clínicas de Campinas-SP (HC-UNICAMP) in order to identify how parents understand the difficulties of their children.
4. Psicopedagogia em contextos hospitalares e da saúde: três décadas de publicações na revista psicopedagogia	SCIELO	2014	Castanho, MIS	This is an integrative review on the history of educational psychology in the hospital context that was published in the educational psychology journal.
5. Motivación para el cambio: una construcción conjunta que posibilita y orienta la intervención psicopedagógica	LILACS	2015	Arizmendi, L.; Bence, P. et al.	Psicopedagogia Ateneu-Buenos Aires, assists patients referred by schools and other professionals, such as speech-language pathologists, psychologists, pediatricians, psychiatrists, neurologists. A motivational work was developed with parents and adults, bearing in mind the contributions from the Systemic Theory, and using tools for motivation. The place conducts a screening test under the School Health Program, aiming to the early detection of children at risk of learning difficulties. Adherence to treatment is analyzed by the degree of motivation observed in parents.
6. A formação e regulamentação das atividades em Psicopedagogia. 2016;	SCIELO	2016	Noffs, NA	The qualification of an educational psychologist is a continuous process that integrates other fields of knowledge and maintains ethical, educational, and pedagogical aspects. The professional training for educational psychology begins in the undergraduate course, regardless of being a Teaching Licensure, Pedagogy, Speech-Language Pathology, Psychology and related areas, and is complemented with graduate specialization of psychodrama, neurolearning, and psychoanalysis, thus enabling the construction of inter- and transdisciplinary knowledge.

7. Um olhar psicopedagógico sobre o processo ensino-aprendizagem no contexto hospitalar.	SCIELO	2018	Smerdel K. S.; Murgio, C. S.	Work of educational psychologists in the hospital context as members of the multidisciplinary team in the pediatric ward.
8. Psicopedagogia em um diálogo multidisciplinar	SCIELO	2018 .	Castanho MIS.	The primary objective is to position educational psychology as an area of inter- and multidisciplinary knowledge; while the secondary objective is to highlight play action as an essential activity in the integration of cognitive, affective, relational and contextual aspects in line with human learning.



**Figure 1.** Analysis of the results of the bibliographic survey

As shown in Figure 1 above, the work of educational psychologists follows a trend towards a multidisciplinary approach and integrated work with families, considering a systemic approach. The performance of these professionals differs from the pedagogical care provided by the hospital, which addresses only the pedagogical issues related to the school curriculum. The work developed by educational psychologists is broader and involves affective, cognitive and social aspects.

**Methodological foundations that support the practice of educational psychologist at hospitals**

The Committee on Qualification and Regulation of Educational Psychology Activities of the Brazilian Association of Educational Psychology regulated the action of educational psychologists providing the professional training guidelines in

Educational Psychology detailing the professional profile and course modalities, among other items<sup>3</sup>.

According to the professional training guidelines for Educational Psychologists, these professionals must be in constant improvement, so that they have legitimate authority to act autonomously due to their specific knowledge<sup>3</sup>.

Educational psychologists worked alongside a multidisciplinary support team to support patients and their families and assist in the diagnosis and intervention of children with learning disabilities and being committed to quality of life issues in order to meet the global needs of the individual and providing well-being<sup>6</sup>.

As a moment of emotional vulnerability and deprivation of school life, the performance of the educational psychologist is essential to assist the patient/student to continue developing skills and



abilities respecting the particularities of their illness, and without harming their medical treatment<sup>6</sup>.

As part of the support of the multidisciplinary team, the educational psychologist can contribute to the adequacy of the existing interactions between the multidisciplinary team and the patients, strengthening the affective bonds and contributing to the prevention of future learning problems<sup>6</sup>.

Therefore, before planning an intervention proposal, the professional should read the medical records of the hospitalized child to be aware of their clinical condition.

The intervention proposal of the educational psychologist in the hospital context may involve different professionals, given the importance of sharing the knowledge in order to find ways to collaborate for the progress of hospitalized patients.

To meet the different realities and contexts required by the demand for educational psychology care, educational psychologists include other specializations to complement their knowledge and techniques<sup>3</sup>.

Considering the preventive work in the hospital context, the educational psychologist conducts an investigation, evaluating the educational and methodological processes applied, analyzing all the dynamics of the professionals available to provide appropriate intervention and a restructuring of the environment<sup>2</sup>.

The resources and activities developed by the educational psychologist aim to provide a meaningful learning for children and adolescents who are not able to attend school due to hospitalization.

Despite being different from the educator's work in the formal teaching environment, this work has common goals: to develop the psychic, social, affective, motor and cognitive skills of the child or adolescent who is in an adverse situation<sup>7</sup>.

Play actions and playful resources, such as games, songs, theater and oral communication, enable children to learn to relate to themselves and to the world, aiming at personal, cognitive and affective development<sup>2</sup>.

### *Educational psychology assessment in a multidisciplinary team*

Educational psychology assessment is an important tool in order to identify the potentialities and difficulties of students. The adoption of an educational approach implies admitting that the educational psychology assessment is not a task

that can be undertaken exclusively by a single professional. On the contrary, the close collaboration of other professionals is essential and ensures interdisciplinarity.

The learning development process is the result of the interaction of the subjects with their basic biological equipment, with many life contexts. Thus, several disorders may be the result of different variables involving changes in environmental conditions<sup>7</sup>.

The educational psychologist takes an analytical position in the assessment, which allows to raise provisional hypotheses on the children learning process and that aims to investigate and answer specific questions related to the cognitive and affective resources available to the child, as well as their learning modality, and the relationship established with parents and the school in the learning process<sup>7</sup>.

The assessment in the hospital context is a shared process of collecting and analyzing information associated with various elements that impact in the teaching and learning process, aiming to support the psychic, cognitive and emotional development<sup>8</sup>.

The goal is to identify and understand to what extent the personal conditions of students, which are associated with length of hospitalization and health conditions, may affect the development process and thus their learning and the effects of these conditions on family and school environment.

When the student begins to attend school regularly, a partnership between the regular classroom teacher and the educational psychologist is required to conduct an assessment of curriculum skills, as it is important to know how the child learns, their learning pace and their experiences throughout the educational process<sup>7</sup>.

## **Discussion**

Considering the material collected for this study, it could be noticed that the work of educational psychologists in the hospital context has undergone changes throughout the history of educational psychology.

According to the data collected, the educational psychologist in the hospital context works in partnership with other health professionals, meeting the needs of children and adolescents that are related to their cognitive, affective and social aspects. The care provided by this professional goes beyond the pedagogical issues and their interventions creates

a relationship between affect and cognition, thus considering the different dimensions of knowing, feeling, thinking and acting.

When developing an activity related to educational psychology, the competence or skill that is intended to be developed in the student must be clearly stated, considering the student as the subject of their own learning, respecting their limitations, and valuing their potential.

In this way, the multidisciplinary diagnosis is an important tool for understanding the causes of learning problems, as it allows to observe the objective (through standardized tests) and subjective aspects (through discourse analysis, their behaviors and their history).

However, the practice of educational psychology assessment should be conceptually and methodologically consistent, with a view of individual differences as indicators for the type of support required. The instrument used should be created from the potentialities and not from the deficits of the subjects.

The educational psychologist in the hospital context also supports families and may conduct interventions at school, assisting in the curriculum of patients who return to school after discharge. It is important to provide teachers with support for the development of effective strategies to ensure the effective inclusion of these students in all aspects.

## Conclusion

The multidisciplinary approach emerges as an alternative way of work for educational psychologists at hospitals, in order to analyze more broadly the reality of hospitalized children.

Learning processes are complex and require an integration and interaction between different fields of knowledge, since the subject requires different structures in the learning process that depend on relational, social and cultural processes.

Educational psychologists at hospitals face the challenge of working with multidisciplinary and interdisciplinary proposals and integrating different knowledge in their practice to enhance the learning of hospitalized children and adolescents.

To this end, the educational psychology aims to recover the identity of hospitalized subjects and uses different resources to achieve the desired goal.

Due to its specific demand, educational psychology in the hospital context differs from clinical

educational psychology with respect to its objectives and methods. Proposals for outpatient care of hospitalized or children under treatment should be short and concluded at each session, due to the turnover ratio of children undergoing medical treatment and interventions. The medical care may be performed individually or in groups, according to the demand. Playful activities are recommended as long as they have definite goals, since these activities are a form of learning that involves cognitive and affective functions.

The work of the educational psychologist in the hospital context is beyond the rehabilitation to the school life, since it should provide support to the hospitalized child or adolescent, and also to their caregivers, allowing the expression of their feelings, fears and pains. Contact with the school is a relevant aspect to be considered, in order to avoid a traumatic return of the patient to the school environment.

Finally, the work of these professionals in the hospital context is necessary, both preventively and therapeutically, and should be valued by the health professional teams in order to provide an integrative view of the hospitalized children.

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