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THE HOSPITAL TOY LIBRARY AS A HUMANIZATION PLACE IN PEDIATRICS

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ABSTRACT

Objetives: This work aims to discuss the importance of the hospital toy library as a place of humanization in pediatrics. **Methodology:** This discussion was constructed from a reported experience in the toy library of a general hospital in Recife/PE. **Results:** Through the practice in the hospital toy library, it could be noticed that the companions are agents who also need to be taken care during the process of hospitalization in pediatrics. In this context, the toy library is a place that can favor the integral care of hospitalized children and their companions, through playful, musical, theatrical, sharing experiences. **Final considerations:** The toy library can be a humanized care environment not only for the children, but also for their companions, because, through various possibilities of play, it is a place that facilitates the social interactions between these individuals, as well as their autonomy and creativity, which are so important in the process of seeking the reestablishment of patients' health as biopsychosocial subjects.

Keywords: Humanization; Hospital toy library; Pediatrics.

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INTRODUCTION

Humanization in health contributes to improving the quality of health care and management in Brazil, by strengthening humanization as a transversal policy in the network and affirming care based on principles such as integral care, equity and participation active, also aimed at improving relationships among health professionals, users and community¹. In 2000, the Ministério da Saúde launched the Programa Nacional de Humanização da Assistência Hospitalar (PNAHA), one of its goals is to strengthen and articulate existing humanization initiatives and to enable hospital services to emphasize a concept of health care that value human life and citizenship.

When we enter the field of the hospitalized child, the literature points out that this is an experience that can be traumatic for both children and adults². Since the hospitalized child is withdrawn from their routine and presented to an unknown space, psychic and physical implications such as fear, anxiety, lack of appetite, nervousness resulting from the hospitalization process can affect the child's development.

From that point of view, the hospital toy library and recreational activities are tools that can soften the hospitalization process. Playing as a therapeutic resource allows the child to externalize their emotions, to be creative, to reinvent themselves, to understand the hospitalization process and to collaborate more effectively with the health team and care assistance⁴.

Consequently, the toy library becomes a fundamental space for humanization in health in pediatrics, being its existence obligatory and supported by Federal Law 11,104 of 03/21/2005, in environments that have care of hospitalized children, which arose from of a humanistic vision in hospitals, thus, the toy library is part of the therapeutic process of the hospitalized child⁵.

According to the literature, the presence of parents in the process of hospitalization of children facilitates the reduction of

intercurrences such as: crying, vomiting, diarrhea, tachycardia, inappetence, insomnia, nocturnal enuresis, and emotional disorders such as indifference, fear, apathy, aggression and irritability, comparing to children who are not followed up during hospitalization⁶. Thus, it is understood that parents are social actors that are components of the context of pediatrics and, as such, also need humanized care in the process of hospitalization of children.

OBJETIVE

Discuss the importance of the hospital toy library as a place of humanization in pediatrics.

METHODOLOGY

The present work is an experience reported by six students from the second period of the Psychology course from Faculdade Pernambucana de Saúde (FPS), guided by the hospital toy library's preceptor of a general hospital in Recife. The activities of this experiment were carried out during 8 weekly meetings in the toy library from August to October 2018. The planning of the activities took place in the first meeting, providing a basis for the subsequent meetings, in which there was a moment of transfer of the activities information about the proposal of the day, later the activities were carried out and, finally, a moment of feedback.

RESULTS AND DISCUSSION

From the practice in the toy library, it can be observed that the companions, usually in the parents figure, can be shown as the main links that maintain the connection of the child with their family context, which is often compromised in hospitalization⁶. In the present experiment it was also observed that parents, however, suffer many affective-emotional as well as physical, during the hospital routine with their children. Thus, starting from the understanding that the hospital toy library can be a place of humanizing practices aimed not only at hospitalized children, but also at their accompanying companions, within the planning of the practice in the toy library, it was sought to carry out activities that

could also insert the companions such as games, musical and theatrical activities, conversation wheel and emotion pack as a tool for mental health education.

In order to enrich the present discussion, we can mention the music workshop as one of the activities that aimed to include children and their companions in the same activity. In her they creatively constructed a musical instrument with beans, plastic cups and ribbons for decoration. With the instrument built, the accompanists had the opportunity to share and teach, for the children, songs that were part of their childhood.

Thus, in addition to the benefits that musical activities can bring to the hospitalization context⁷, the development of the aforementioned activity allowed the children and their companions to act autonomously, protagonist and creative, favoring the strengthening of social networks, through the rescue of transgenerational meanings and experiences. Thus, there is a reconstruction of intra- and intersubjective cultural configurations of such individuals, usually restricted or ignored in a reductionist and fragmented perspective of the health-disease process, proper of the biomedical model.

FINAL CONSIDERATIONS

From the students' group discussions with the preceptor of the toy library, reflections were made about the importance of the toy library as a place of humanization in pediatrics, not only for hospitalized children, but also for their companions. Thus, the activities developed had as main intention to approach the users and their companions in an integral dimension, respecting the biopsychosocial and spiritual aspects of each one and developing dynamics that diminish the weight of the hospitalization process of those involved.

The activities performed with the children and their companions were used as a humanization strategy. The music workshop was taken as an example, from the moment of the proposal that involved the construction activity of the

instrument, the execution of the songs, the musical appreciation and the choice of the repertoire it is noticed that the activity promotes autonomy, emotion and a greater user interaction, as well as contribute to the care process. It has therefore been shown as a strategy of humanization in pediatrics, since it also focuses on the care of the child's caregiver, it also has its health care fully integrated, encompassing the biopsychosocial aspects of its existence.

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