

167 - CHARACTERISTICS OF HOSPITAL PROFESSIONAL RECREATION WORKERS: A STUDY CONDUCTED AT HOSPITAL SANTA CRUZ – RS

VIVIANE LOPES
 MARTHA HELENA SEGATTO PEREIRA
 LEANDRO TIBIRIÇÁ BURGOS
 CÉZANE PRISCILA REUTER
 MIRIA SUZANA BURGOS
 UNIVERSIDADE DE SANTA CRUZ DO SUL, Santa Cruz do Sul, RS, Brasil
 (55) 9977 7181 - marthasegatto@hotmail.com

1 JUSTIFICATION, DEFINITION OF THE PROBLEM AND OBJECTIVES

Playing is one of the most important functions for child development. It is as necessary as food and sleep, and is triggered by the initiative of the child itself. Playing represents a child's occupation, which turns into a therapeutic challenge when he or she is in hospital; although ill, a child feels the need to play, in spite of the limited chances and place. The importance of caring for and preserving the health has triggered the creation of hospital recreation services, providing the professionals of Physical Education with specific locations, working as creativity agents, of the manifestations of happiness and leisure, which recreate energy and vitality, surmounting obstacles typical to diseases and hospitals. (LEVI, 1980).

Recreation becomes part of a child's activities very early in life. Playing is a kind of universal communication, through which the child makes its first discoveries of the surrounding world, and it is through games that recreation turns into a program to be offered as an educational and healthcare tool. Hospital recreation thus turns into a privileged element for managing anxieties stemming from an atmosphere of discomfort and strangeness. Besides being a physical and mental exercise, recreation provides opportunities that lead the child to accept naturally some rather painful situations (SIKILERO, MORSELLI e DUARTE, 1997). A child in hospital is usually anxious and unquiet. It suffers from the disease and also from the separation from the family. The arrival at an unknown environment makes it difficult to adapt for both parties. In most cases, the children do not even know what they are doing there, nor do they know when they go back home. More than adults, the child needs special cares, and does not always manage to express what he or she feels or wishes to have (LINDQUIST, 1993).

According to Velasco (1996), therapeutic recreationists impart sense to children's leisure time, to playing and, in some countries, they are acknowledged as professional workers. Planning activities is not a simple task. Physical Education professionals, responsible for planning, executing and organizing the activities carried out in the hospital, in harmony with the routines and other assistance services the children are submitted to, should adapt to every situation and type of illness of every different patient. Recreationists are supposed to stimulate the young patients, from reception, upon entering the recreation room, providing them with a warm welcome into a well organized room, thus taking advantage of different stimulating factors to capture the attention of the patients.

Hospital recreation plays a relevant role in the healing process of hospitalized children, because it is through enjoyment activities that they come to grips with that moment of their lives, assuming this setback in a less traumatic manner (PEREIRA, BURGOS e MAYER, 2008, p. 142). Among the objectives of hospital recreation, Burgos (2008) points to the creation of an appropriate environment for inducing the children to activities that induce them to develop their psychomotor processes and social relations, very close to their everyday routines. Given the importance of hospital recreation, we set the following objective: to describe the characteristics inherent to a professional that is responsible for Hospital Recreation, including the following topics: psychological, ethical, pedagogical, technical and intellective.

2 METHODOLOGICAL PROCEDURES

The subjects of this survey comprise 18 professionals in the healthcare area, including doctors, nurses, nutritionists, physiotherapists, and university professors. The data were collected from 10th September to 17th October 2008. The characteristic of this descriptive-exploratory study, according to Mattos, Rossetto Jr. and Blecher (2004), is to observe, analyze, describe and correlate facts or phenomena without manipulating them. Within this focus, we managed to come across new perceptions with regard to new ideas regarding the study in question. The study was conducted in accordance with the following steps: a talk with the professionals on data collection procedures; the application of a questionnaire; charting the results; categorization and analysis of results.

3 PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

With regard to the psychological characteristics (socio-affective, interpersonal relations) of a hospital recreationist (chart 1) the following stand out for 23.1 percent of response occurrences: responsibility, dedication, kindness, commitment, initiative, emotional control, integrity, intellectual maturity, self-esteem, knowledge of subjectivity production. With a 17.6-percent response occurrences, the following are of note: sensitivity, care, the ability to listen, willingness to touch people (hug, kiss, handshaking, lap) of the professional that deals with Hospital Recreation, and these are indispensable traits as they impart confidence on the hospitalized children. In addition to these characteristics, the following are also of note, with 16.5%: affinity with child/adolescent, docility in the interpersonal relations with the children and their families, possess a vision of integrity. Also with 16.5 percent of the replies of the interviewees, the following traits are mentioned: patience, calmness, tranquility, sensitivity, time, tolerance, clear communication and good expression, simplicity, friendly relationship. They are all taken as essential traits for professionals engaged in Hospital Recreation services, from the interviewee's side.

Chart 1 – Psychological characteristics (socio-affective, interpersonal relationships)

Category Specifications	f (%)
Responsibility/dedication/kindness/commitment/initiative/emotional control/integrity/intellectual maturity/self-esteem/knowledge of subjectivity production	21 (23,1)
• sensitivity, care, the ability to listen, willingness to touch people (hug, kiss, handshaking, lap)	16 (17,6)
• Affinity with child/adolescent/docility in the interpersonal relations with the children and their families, view the child as a whole (integrity)	15 (16,5)
• Patience, calmness, tranquility, sensitivity, time, tolerance, clear communication and good expression, simplicity, friendly relationship.	15 (16,5)
• Empathy, sympathy/charisma/good temper/happiness	13 (14,2)
• Capacity to criticize and self-criticism	05 (5,5)
• Capacity to aggregate, strengthen the work/good relationship with the healthcare team/integration	04 (4,4)
• Access to psychotherapy, security	02 (2,2)
Total response occurrences	91 (100%)

The pedagogical/technical/intellective characteristics presented by the interviewees, as important for professionals that provide Hospital Recreation services, are as follows; master the knowledge of particularities related to a child's development and growth process (18.6%). They also cited, 18.6% of them, that active professionals should have didactic-methodological knowledge appropriate for the teaching-learning process, such as games and merrymaking activities, dance, music, the capacity to tell stories, adjust their service to different situations in a recreational room, and to bed-ridden children (individual assistance). In addition to these essential characteristics, the following showed up with a 10.2-percent proportion: planning (long annual term) and short term (Hospital Recreation session), organization, dedication, assiduity are important, as well as showing sympathy to the pediatric team, recognize the most common pathologies in children, knowledge of hospital infection control measures, rank with the same percentage, 10.2% (chart 2).

Chart 2 - Pedagogical/technical/intellective characteristics

Category Specifications	f (%)
• To master the knowledge of the particularities of a child's development and growth process	11 (18,6)
• Didactic-methodological knowledge appropriate for the teaching-learning process, such as toys and merrymaking activities, dance, music, the capacity to tell stories /show creativity/ adjust their service to different situations in a recreational room, and to bed-ridden children (individual assistance).	11 (18,6)
• Planning (long annual term) and short term (Hospital Recreation session), organization / willingness/assiduity	06 (10,2)
• Sympathy to the pediatric team, recognize the most common pathologies in children, knowledge of hospital infection control measures	06 (10,2)
• Capacity to talk, experience, constructive spirit, atmosphere of confidence and credibility	05 (8,4)
• Deep amusement-related knowledge/the role of play and recreation in the child's intellectual, socio-affective and motor development process	04 (6,8)
• Interdisciplinary action, practice-theory relation/ multi-professional team work	04 (6,8)
• Motivation while imparting happiness in order to win children's confidence	03 (5,1)
• Physical aptitude/healthy/sense of value	03 (5,1)
• Knowledge of child development in the following dimensions: cognitive, affective, motor skills (bio-psycho-social)	02 (3,4)
• Recognize the most common children pathologies	02 (3,4)
• Professional Physical Education Qualification and identification with the area	02 (3,4)
Total response occurrences	59 (100%)

With regard to chart 3, the major ethical characteristics for Hospital Recreation professionals, with 28.9%, which should be kept secret in the hospital report of the patient, family members, discretion, anonymity of the disease and symptoms. Also, with 26.3 percent, the following are mentioned: respect for the individuality and limitations of other people, respect for the sick child, no discrimination with regard to race, color, socioeconomic class and humanized treatment. In addition to these characteristics, the following appear with 23.7: respect for ethical and technical standards of the profession. Respect for the sick child, be aware of and respect the profession's code of ethics, dedication and professionalism.

Chart 3 - Ethical Characteristics

Category Specifications	f (%)
• All information should be kept secret in the hospital report of the patient, family members, discretion, anonymity of the disease and symptoms	11 (28,9)
• Respect for the individuality and limitations of other people, respect for the sick child, no discrimination with regard to race, color, socioeconomic class and humanized treatment.	10 (26,3)
• Respect for the ethical standards of the profession/respect for the sick child/ be aware of and respect the profession's code of ethics, dedication and professionalism	09 (23,7)
• Knowledge of Hospital standards and hospital recreation legislation	04 (10,5)
• Improvement (continued training) upgrading	02 (5,3)
• Tolerance and flexibility/a sense of the difficulties posed by the illness	02 (5,3)
Total de ocorrência das respostas	38 (100%)

Mitre and Gomes (2007), in an investigation into the perspective of healthcare professionals on the question of promoting children's games in hospitals, they reached the conclusion that it is important to develop playing activities as a relations technology which allows for redefining the purposes and actions in the children hospitalization environment, seeking improved assistance integrality. Within this context, it is necessary for this thematic to be contemplated effectively in the field of public policies focused on children's health. These policies should equally ensure the improvement of the technical interventions and promote the construction of multidisciplinary knowledge which allow for a more complex approach infantile hospitalization, contemplating the symbolic dimension of this experience, which will certainly happen if hospital recreation is given by qualified professionals with the characteristics suggested by this investigation.

According to Lima, Jorge e Moreira (2006), in a study conducted in Fortaleza, with professionals that work in hospitals, most of them maintain that there is a need for humanized assistance to children and their escorts, through the creation of hospital humanization programs, with the target to boost the satisfaction of the professionals, thus improving the quality of service they deliver.

The data obtained from the study by Parleze (2008, p. 27) suggest the need to be aware of the role of physical education in hospital recreation so as to perceive that playing is also possible when one is sick, once amusing activities could contribute towards the recovery of diseased children. To this end, all recreation professionals should have theoretical and practical qualifications, with knowledge of recreation techniques, games and enjoyment activities, so as to develop in the best manner possible the so-called therapeutic recreation.

FINAL CONSIDERATIONS

With regard to the characteristics deemed essential for Physical Education professionals responsible for hospital recreation, in the vision of the healthcare professionals, we perceive that the psychological characteristics (interpersonal socio-affective relations), that stand out are: responsibility, dedication, kindness, commitment, initiative emotional control and integrity. It was also highlighted that a friendly ear, sensitivity, willingness to touch (hug, kiss, handshaking, lap) are of fundamental importance, once they transmit a sense of security to the hospitalized children, who need this readiness. In addition to these, other characteristics stand out, like affection, affinity with the children, adolescents, docility in interpersonal relations with the children and their families, as well as understanding a child as a whole (integrality). Other responses of the interviewed people include patience, calmness, tranquility, sensitivity, time, tolerance, clear communication and good expression, simplicity, friendly relationship. They are all taken as essential traits for professionals engaged in Hospital Recreation services.

The most evidenced pedagogical/technical/intellective characteristics were as follows: master the knowledge of particularities related to a child's development and growth process; didactic-methodological knowledge appropriate for the teaching-learning process of games, dance, music, the capacity to tell stories, use creativity, adjust their service to different situations in a recreational room and to bed-ridden children. In addition to these characteristics, the following were mentioned: planning (long annual term) and short term (Hospital Recreation session), organization, dedication, assiduity; as well as showing sympathy to the pediatric team, recognize the most common pathologies in children, knowledge of hospital infection control

measures.

With regard to ethical characteristics, it was mentioned that secrecy should be kept regarding the hospital report of the patient, family members, anonymity of the disease and symptoms and discretion. The following were also mentioned: respect for the individuality and limitations of other people, no discrimination with regard to race, color, socioeconomic class and humanized treatment and respect for the diseased child. In addition to these characteristics, the following were cited: respect for ethical and technical standards inherent to a Physical Education Professional: to know and respect the profession's ethical code, besides dedication and professionalism.

We recommend that all psychological, pedagogical, intellectual, ethical traits of a therapeutic recreationist (or hospital recreationist) should be part of the curriculum of the courses that qualify these professionals, and they should equally be part of the capacity building and upgrading programs that make up the continued education process, to which the healthcare professionals should belong.

REFERENCES

BURGOS, Miria Suzana. Procedimentos e Fundamentos teórico-metodológicos na recreação hospitalar. In: MARQUES, Beatriz Baldo; REIS, Magda de Souza; MORAES, Renita Baldo. *Estratégias de atenção à saúde da criança e do adolescente*. Santa Cruz do Sul, RS: Edunisc, 2008.

LÉVI, Janine. *O despertar para o mundo: os três primeiros anos da vida*. São Paulo: Martins Fontes, 1980.

LINDQUIST, I. *A criança no Hospital*. São Paulo: Scritta, 1993. P.18-44

LIMA, F.E.T.; JORGE, M.S.B.; MOREIRA, T.M.M. Humanização hospitalar: satisfação dos profissionais de um hospital pediátrico. *Revista Brasileira de Enfermagem*, v. 59, n. 3, p. 291-296, 2006.

MATTOS, M.; ROSSETTO JÚNIOR, A.; BLECHER, S. *Teoria e Prática da Metodologia da Pesquisa em Educação Física*. São Paulo: Phorte, 2004.

MITRE, R. M. A.; GOMES, R. A. A perspectiva dos profissionais de saúde sobre a promoção do brincar em hospitais. *Revista Ciência e Saúde Coletiva*, Setembro-outubro, ano/vol. 12, número 5, 2007. P.177-1284.

PARLEZE, Aline. *A brinquedoteca nas unidades hospitalares da região do Vale do Rio Pardo – RS*. Monografia de Graduação do Curso de Educação Física da Universidade de Santa Cruz do Sul, 2008.

PEREIRA, Martha Helena Segatto Pereira; BURGOS, Miria Suzana; MAYER, Sandra Mara. Recreação Hospitalar: ludicidade na promoção da saúde da criança hospitalizada. In: MARQUES, Beatriz Baldo; REIS, Magda de Souza; MORAES, Renita Baldo. *Estratégias de atenção à saúde da criança e do adolescente*. Santa Cruz do Sul, RS: Edunisc, 2008.

SIKILERO, Regina Helena Alves Salazar; MORSELLI, Rejane. DUARTE, Guilherme Afonso. Recreação: uma proposta terapêutica. In: CECCIM, Ricardo Burg; CARVALHO, Paulo R. Antonacci (org). *Criança Hospitalizada: atenção integral como escuta à vida*. Editora da Ufrgs: Porto Alegre, 1997.

VELASCO, Cacilda Gonçalves. *Brincar: o despertar psicomotor*. São Paulo: Sprint, 1996.

CHARACTERISTICS OF HOSPITAL RECREATION PROFESSIONALS: A STUDY CONDUCTED AT HOSPITAL SANTA CRUZ - RS

ABSTRACT

There is a need to know the professionals engaged in hospital recreation if we want to perceive that playing games is also possible when one is sick, once enjoyment activities could contribute towards rehabilitating diseased children. The objective of this descriptive-exploratory study is to describe the characteristics needed by professionals engaged in Hospital Recreation, within the following subjects: psychological (socio-affective, interpersonal relations), ethical, pedagogical, technical and intellectual. An open-question questionnaire was applied to 18 subjects (14 females and 4 males), including doctors, physiotherapists, nurses, technicians, university professors and the psychologist at Hospital Santa Cruz, RS. Based on the results, we perceived that: a) with regard to the psychological characteristics, the following are of note: responsibility, dedication, kindness, initiative, emotional control, integrity, intellectual maturity, self-esteem, knowledge of subjectivity production; b) as to the pedagogical/technical/intellectual characteristics, the following stand out: to master the knowledge of particularities related to a child's development and growth process; possess didactic-methodological knowledge appropriate for the teaching-learning process of games, enjoyment activities, dance, music, the capacity to tell stories, use creativity, adjust the service to different situations in a recreational room and to bed-ridden children (individualized assistance); c) the major ethical characteristics were as follows: secrecy should be kept regarding the hospital report of the patient, family members, discretion, anonymity of the disease and symptoms. Therefore, we suggest that all characteristics inherent to hospital recreationists should be taken into account when it comes to developing qualification and upgrading curriculum programs for the healthcare professionals responsible for recreation activities in hospitals.

KEY-WORDS: hospital recreation, Physical Education Professionals, rehabilitation, infantile health.

CARACTERISTIQUES DES PROFESSIONNELS QUI AGISSENT DANS LA RÉCRÉATION HOPITALIÈRE: UM ÉTUDE À L'HÔPITAL SANTA CRUZ - RS

RESUMÉ

C'est nécessaire connaître l'agissement des professionnels qui agissent dans la récréation hospitalière pour s'apercevoir que jouer est aussi possible quand on est malade, puisque les activités ludiques peuvent contribuer dans la réhabilitation des enfants infirmes. Cet étude descriptif-exploratoire a comme objectif de décrire les caractéristiques nécessaires du professionnel qui travaille en Récréation Hospitalière, dans les aspects: psychologique, technique et d'intellecte. Un questionnaire ouvert a été appliqué à 18 sujets (14 du sexe féminin; 4 du sexe masculin) étant médecins physiothérapeutes, infirmières et un psychologue de l'Hôpital Santa Cruz-RS. Avec les données des résultats on s'est aperçu que: a-) en relation à les caractéristiques psychologiques se détachent: la responsabilité, dédicacion, bonté, iniciative, contrôle émotif, intégrité, maturité intellectuel, auto-estime, connaissance sur production de subjectivité. b-) concernant les caractéristiques pédagogiques/techniques/intellectuelles, se détachent le domaine du savoir sur les particularités de la croissance et développement de l'enfant, avoir des connaissances didacto-methodologiques adéquates au enseignement/aprentissage tels que les jeux et amusements, dance musique/savoir raconter des histoires/utiliser la créativité, adapter le service dans plusieurs situations dans la salle de récréation et de l'enfant malade (service personnalisé); les caractéristiques éthiques plus importantes, tenue confidentiel du patient, familiers, discretion, anonimat de la maladie et symptômes. Ainsi, on suggère que les caractéristiques démontrés à l'animateur hospitalier soient prise en compte, dans de développement de proposition curriculaire et mise à jour des professionnels de la santé qui développent la récréation dans le milieu hospitalier.

MOTS CLEFS: récréation hospitalière, professionnels de l'Education Physique, réhabilitation, santé infantile.

CARACTERÍSTICAS DE LOS PROFESIONALES QUE ACTÚAN EN LA RECREACIÓN HOSPITALAR: UN ESTUDIO EN EL HOSPITAL SANTA CRUZ - RS**RESUMEN**

Es necesario conocer las acciones de los profesionales que trabajan en la recreación hospitalar para darnos cuenta de que jugar también es posible cuando uno está enfermo, porque las actividades lúdicas pueden contribuir a la rehabilitación de niños enfermos. Este estudio descriptivo exploratorio tiene por objetivo describir las características necesarias para el profesional que trabaja con Recreación Hospitalar, en los aspectos: psicológico (socio-afectivo, las relaciones interpersonales), ético, pedagógico, técnico e intelectual. Un cuestionario con preguntas abiertas se aplicó a 18 sujetos (14, mujeres, 4 hombres), siendo ellos médicos, fisioterapeutas, enfermeros, técnicos, profesores universitarios y psicólogo del Hospital Santa Cruz, RS. Con base en los resultados, percibimos que: a) con respecto a las características psicológicas, se destacan: la responsabilidad y la dedicación, la generosidad, iniciativa, control emocional, la integridad, la madurez intelectual, la autoestima, conocimiento sobre la producción de subjetividad; b) con respecto a las características pedagógicas/técnicas/intelectuales, hay que destacar el dominio de conocimiento sobre peculiaridades del crecimiento y desarrollo de los niños, conocimientos didácticos metodológicos adecuados a la enseñanza y el aprendizaje, tales como juegos y actividades, danza, música/saber contar historias/usar la creatividad, adaptar la atención a diferentes situaciones, en la sala de recreación y en la situación del niño en cama (atención individualizada); c) las características éticas más importantes fueron: mantener en secreto la información en los registros hospitalarios del paciente, de la familia, discreción, el anonimato de la enfermedad y de los síntomas. Así, se sugiere que el que trabaja con recreación hospitalar tenga en cuenta estas características apuntadas en el momento del desarrollo de propuestas curriculares de formación y actualización de los profesionales de la salud para desarrollar actividades recreativas en el hospital.

PALABRAS CLAVE: recreación hospitalar, profesionales de Educación Física, rehabilitación, salud infantil.

CARACTERÍSTICAS DOS PROFISSIONAIS QUE ATUAM NA RECREAÇÃO HOSPITALAR: UM ESTUDO NO HOSPITAL SANTA CRUZ - RS**RESUMO**

É preciso conhecer a atuação dos profissionais que atuam na recreação hospitalar para podermos perceber que brincar também é possível quando se está doente, pois as atividades lúdicas podem contribuir na reabilitação das crianças enfermas. Esse estudo descriptivo-exploratório tem o objetivo de descrever as características necessárias ao profissional que atua em Recreação Hospitalar, nos aspectos: psicológico (socio-afetivo, relações interpessoais), ético, pedagógico, técnico e intelectual. Um questionário com perguntas abertas foi aplicado a 18 sujeitos (14 -sexo feminino; 4 -sexo masculino), sendo médicos, fisioterapeutas, enfermeiras, técnicos, professores universitários e a psicóloga do Hospital Santa Cruz, RS. Com base nos resultados, percebemos que: a) com relação às características psicológicas, destacam-se: a responsabilidade e dedicação, bondade, iniciativa, controle emocional, integridade, maturidade intelectual, auto-estima, conhecimento sobre produção de subjetividade; b) quanto às características pedagógicas/técnicas/intelectivas, salientam-se domínio de conhecimento sobre particularidades do crescimento e desenvolvimento da criança, ter conhecimentos didático-metodológicos adequados ao ensino-aprendizagem, tais como jogos e brincadeiras, dança, música/saber contar histórias/usar a criatividade, adequar o atendimento a diferentes situações, na sala de recreação e na situação da criança acamada (atendimento individualizado); c) as características éticas mais importantes foram: manter sigilo nas informações do prontuário hospitalar do paciente, familiares, discrição, anonimato da doença e sintomas. Assim, sugerimos que estas características apontadas, para o recreador hospitalar, sejam levadas em conta, no desenvolvimento das propostas curriculares de formação e atualização dos profissionais da saúde que desenvolvam a recreação no âmbito do hospital.

PALAVRAS-CHAVE: recreação hospitalar, profissionais de Educação Física, reabilitação, saúde infantil.

PUBLICAÇÃO NO FIEP BULLETIN ON-LINE: <http://www.fiepbulletin.net/80/a1/167>