


HUMANIZATION AND ART: THE IMPORTANCE OF PLAYFULNESS FOR INSTITUTIONALIZED CHILDREN

 <https://doi.org/10.56238/sevened2024.037-014>

Kessia Giovanna Bresque Azarias¹, Marcela Aparecida Alvarez Ferraz², Carolina Godoy Waner³, Ariane Corda de Oliveira⁴, Ingrid Aparecida de Lima Ribeiro⁵, Raiane Piccioni Xavier⁶, Anncy Tojeiro Giordani⁷ and Tatiane Angélica Phelipini Borges⁸

ABSTRACT

Institutionalized children are those removed from their family environments, for some reason, and are inserted in institutions, popularly known as "homes/shelters", to experience the process of family reintegration, or for the adoption process, carrying with them marks and complex experiences since childhood, due to the fact that they are removed from their homes due to situations of abandonment, mistreatment, negligence, exploitation, among many other possible causes. Thus, playful activities and art can and should be considered indispensable for the reception, development and learning inherent and healthy, aiming at awakening the possibility of creating and recreating through perception, imagination, feelings and the very fantasy built by the child who communicates with himself and with the world, starting to accept the existence of others, the establishment of rules in their social relations, building knowledge and developing integrally. Thus, this extension project aimed to carry out humanization and care actions intertwined with art, divided into four fronts of action (clowning, storytelling, music and handicrafts), and to promote playful care practices through art with these four fronts. In this sense, the actions carried out through play provide these children with the ability to develop their individuality and integrality through activities that, intertwined with art, encompass cognitive development, affectivity, communication, interaction and socialization, thus creating the establishment of moral and value judgment, as they will be able to explore the environment around them, their imagination, their feelings, their creativity and their ability to interact and socialize. Thus, it was evidenced that there are numerous strategies that can be combined with care and assistance and welcoming, in order to move away from the trend of dehumanized care strongly associated with "shelters".

Keywords: Institutionalized Embrace. Art. Child. Humanization. Playfulness.

¹ Undergraduate student in Nursing, Universidade Estadual do Norte do Paraná, Bandeirantes, PR, Brazil
E-mail: kessiabresque01@gmail.com

² Undergraduate student in Nursing, Universidade Estadual do Norte do Paraná, Bandeirantes, PR, Brazil
E-mail: marcelaalvarz8@gmail.com

³ Undergraduate student in Nursing, Universidade Estadual do Norte do Paraná, Bandeirantes, PR, Brazil
E-mail: carol.godoy.waner@gmail.com

⁴ Undergraduate student in Nursing, Universidade Estadual do Norte do Paraná, Bandeirantes, PR, Brazil
E-mail: arianecordadeoliveira@gmail.com

⁵ Undergraduate student in Nursing, Universidade Estadual do Norte do Paraná, Bandeirantes, PR, Brazil
E-mail: ingridaplimaribeiro@gmail.com

⁶ Undergraduate student in Nursing, Universidade Estadual do Norte do Paraná, Bandeirantes, PR, Brazil
E-mail: raianepiccioni.rp@gmail.com

⁷ Postdoctoral Nurse and Dr. in Nursing from EERP-USP. Associate Professor at UENP, Undergraduate Course in Nursing.
E-mail: annecy@uenp.edu.br

⁸ Dr. in Collective Health, Master in Nursing and Nurse. Nursing Professor, UENP
E-mail: tatiane.phelipini@uenp.edu.br



INTRODUCTION

Institutionalized children are those who are in institutional care, after being removed from their family environments, for some reason, and are inserted in these entities to experience the process of family reintegration or to be referred to the adoption process, being decided by the judiciary.

The responsibility attributed to shelters, nursing homes, schools, or orphanages, as they are popularly known, is to care for both the physical and emotional integrity of children and adolescents who have had their rights denied or violated, which may be due to a situation of social abandonment or exposure to risks triggered by negligence by their guardians (Silva; Aquino, 2005).

The Statute of the Child and Adolescent (ECA) defines the "shelter" as a "provisional and exceptional" measure in its article 101, sole paragraph, and should be appealed to as a last resort, even though it is often seen as the best initial measure and the easiest to be instituted (Brasil, 1990). However, the term "shelter", used in 1990, in the Statute of the Child/Adolescent, was replaced by Law 12.010 of 2009, and was renamed institutional shelter (Brasil, 2009).

The cases that should be approached in such a way are those considered extreme cases, in which there is a need for family separation until the conditions of coexistence are (re)established and adequate, thus having in the shelter institutions, a space that provides care and protection, and should be as similar as possible to the family routine.

It is necessary to emphasize that the measure of institutional care, in addition to being exceptional, must be provisional, therefore, it aims for the child/adolescent to be reintegrated into his or her family of origin in the shortest possible time. When these aspects are experienced for long periods, they represent, in addition to the violation of rights, irreversible signs and marks in the lives of these children and adolescents, making it difficult for them to acquire a sense of belonging, facing difficulties in adapting to family and community life (Silva; Aquino, 2005).

According to psychoanalyst and pediatrician Donald Winnicott (2002), these institutions are often seen as factors that hinder the physical, cognitive and psychological development of children/adolescents, but they can become a favorable environment for improvement, since the environment is the crucial factor for the child's development, based on the good care provided.

Thus, if the institution ensures that, during the period of institutional care, the children/adolescents who live there have their rights established by the ECA and the environment closer to a healthy family routine and life, their development process will not be



impaired in the physical and cognitive spheres, and emotional and psychological support should also be provided during the confrontation of this turbulent phase (Silva; Aquino, 2005).

On the other hand, the ECA (Brasil, 1990) advocates in its guidelines that the child/adolescent is the holder of rights, which are the right to life, health, food, sports, leisure, professionalization, culture, dignity, respect, freedom, family and community life. In this way, the articulation of the two policies, applied in the reality of children/adolescents in institutional care, contributes to a differentiated and humanized look at the planning and implementation of the care provided.

For Piaget and Inhelder (2002), cognitive development is intertwined with affectivity, communication, interaction and socialization to establish moral and value judgment, and through play the child/adolescent is able to explore the environment around him/her, their imagination, their feelings, creativity and capacity for interaction and social communication, and not seen as a miniature adult. Therefore, your role is to be a child/adolescent.

In this sense, the actions carried out through play provide these children/adolescents with the ability to improve their individuality and integrality through the development of activities that, intertwined with art, encompass the improvement of cognition, affectivity, communication, interaction and socialization, thus creating the establishment of moral and value judgment, because they will be able to explore the environment around them, their imagination, their feelings, their creativity and their ability to interact and socialize.

JUSTIFICATION

In this sense, the National Curriculum Guidelines (DCN) aim to guide the curricula of Higher Education Institutions (HEIs) by encouraging the offer and adherence of academics to participate in research and extension projects, with the intention of enriching the training and construction of the professional being. With regard to the health area, undergraduate nursing courses (Brasil, 2001) presuppose that it is necessary for health professionals to be properly trained to meet the needs presented by society (Coura *et al.*; 2015).

However, subjects considered key, especially in the area of health, can be addressed during graduation in a superficial and shallow way, as is the case with the National Humanization Policy (PNH) (Medeiros *et al.*, 2015), in which it addresses the importance of having a humanized look that contemplates the individuality and integrality of the human being, also favoring the stimulus to the production of new ways of managing, caring, welcoming and organizing work, leveraging the change in the perspective of implementing



care according to the needs of each individual, distancing itself from technician and biomedical care (Brasil, 2013).

The PNH, established in 2003, reinforces the importance of training health professionals, especially nurses, in order to promote more humanized care, focused on the integrality and dignity of the individual. Nurses, as protagonists on the front line of health care, play a crucial role in this process, because, in addition to their technical knowledge, their work involves the establishment of bonds and the perception of patients' subjectivity. The PNH encourages care practices that integrate emotional, social and cultural aspects, which requires trained professionals to implement humanization effectively, whether in the hospital environment or in primary care services (Brasil, 2013).

This interaction between university and society through extension projects, consolidates an alliance between them, from the perspective that the individual is capable of transforming society, through the implementation of theoretical-practical actions beyond the walls of the classrooms. Thus, academic extension activities should be understood not only as a practice, in which students have contact with social demands, but also as a way to develop critical-reflective thinking (Silva; Aquino, 2005).

The insertion of these extension activities in the institutions also contributes to the promotion of the right to community life, allowing the establishment of new bonds and relationships. For nurses, this is essential, as extension practices provide a real experience of humanized care, helping to develop essential skills to meet the complexities of health care, in line with the principles of the PNH (2013), providing that the training of these professionals is aligned with the demands of contemporary society, ensuring a more humanized and effective practice. as pointed out by Altoe, Silva and Pinheiro (2011).

It is essential that in addition to the child/adolescent feeling welcomed, understood and with their individualities respected, there is also the establishment of solid affective bonds, as the feeling of protection and belonging is crucial for them to better adapt to the environment in which they are inserted, with playfulness as an important tool to assist in this process. Through the intertwining between humanization and art, especially in its playful forms, it can be inserted as a strategy in the care, attention and well-being of the child/adolescent, distancing itself from the model of "deposits" of individuals and making the environment enriching for their development, since the environment influences their formation process and can become a means of living, learning and developing (Piaget, 1976).

Since nursing as a care profession, little is said about the need to implement humanization, the practice of empathy and the maintenance and monitoring of the



development of institutionalized children/adolescents. It is foreseen that nurses must develop technical-scientific, ethical-political and socio-educational skills according to the social needs they encounter, with the objective of prevention, promotion and recovery of health in the context in which they are inserted. However, the curricula present a gap in relation to the teaching of humanization, together with the scarcity of research production on this theme, contributing to the formation of a professional whose fragmented view is focused only on educational practices in the health area (Medeiros *et al.*, 2015).

OBJECTIVE

The objective of this article was to analyze how scientific research deals with the development of innovative strategies for humanized care with children/adolescents in institutional care, using playfulness and play as tools to face dehumanization and isolation. In addition, it was sought to highlight how university extension contributes to the academic training of future health professionals, sensitizing them to the importance of acquiring knowledge about humanized care and the various strategies that can be applied.

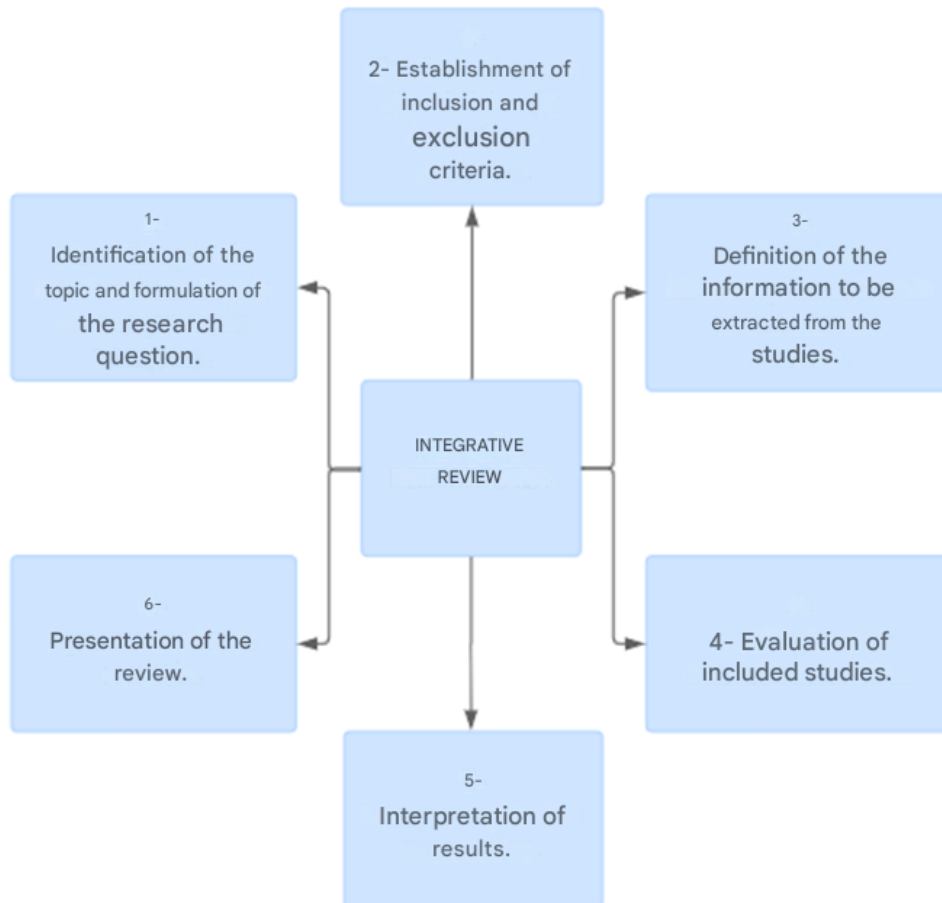
METHODOLOGY

The construction of this article was carried out through an Integrative Review, which is based on an essential instrument in Evidence-Based Practice (EBP) in Nursing, as it is a method that groups the results of primary research on the same subject with the objective of synthesizing and analyzing these data to develop a more comprehensive explanation of a specific phenomenon (Cooper, 1989).

Thus, in the light of the authors Souza *et al.* (2010) and considering the fundamentals conceptualized by Ganong (1987), the present survey used as a data source the CAPES Thesis and Dissertation Catalog portal, the Virtual Health Library of the Ministry of Health, Google Scholar and Scielo. Gray literature, theses and dissertations, and books were used as exclusion criteria.

According to Agnon (1987, n.p.), the integrative review process is divided into six phases: Identification of the theme and selection of hypotheses or questions to be answered, combined with the methodology of the acronym PiCo to outline the research in a specific way; Composition of the sample of studies to be reviewed (inclusion and exclusion criteria), description of the characteristics of the studies and their main findings; Categorization and analysis of these results; Interpretation of the results and Presentation of the synthesis of knowledge, as shown in figure 1.

Figure 1: Flowchart according to Ganong for carrying out the integrative review



Source: Authors, 2024

When searching for descriptors, it was identified that there is no adequate standardization to refer to "institutional shelter", as defined by the ECA (Brasil, 2009), a term that was replaced by the previous "shelter". The term institutional care was updated in 2009. It was expected that, because the update occurred before the 2013 period, the searched articles would be up to date.

According to the Descriptors in Science and Health (DeCS), the term closest to the one searched for with the exception of "child" and "adolescent", together with the combinations of the Boolean operators "and" and "not". The descriptor "shelter" was selected for standardization, excluding the descriptor "orphanage" that addressed the situation of children who would not go through the process of family reintegration, disorienting the focus of this research.

After defining the main descriptors used, each database showed its particularities in relation to the appropriate search format, then other descriptors were added for better filtering of materials, and these are presented later for better understanding.

The searches carried out in the databases had their results organized in an *Excel table*, subdivided into the following columns: Article Title; Subject Addressed; Year of

Publication; *Link* to access the material. This format allowed categorizing the information according to the use of different colors, with green articles according to the theme by title, abstract or year, red articles excluded by analysis of title, abstract or year, and yellow, articles that by title or abstract it was not possible to identify if they were consistent with the objective of the research, requiring full reading.

Articles published in the period from 2013 to 2024 were used as inclusion criteria, and this period was established due to the last update of the PNH to the present day. The articles were selected by two researchers so that the selection could occur in a safer way, following the analysis of title and abstract, first, after reading in full.

As an exclusion criterion, all articles published before 2013, as well as titles that addressed other themes with children/adolescents who were not institutionalized.

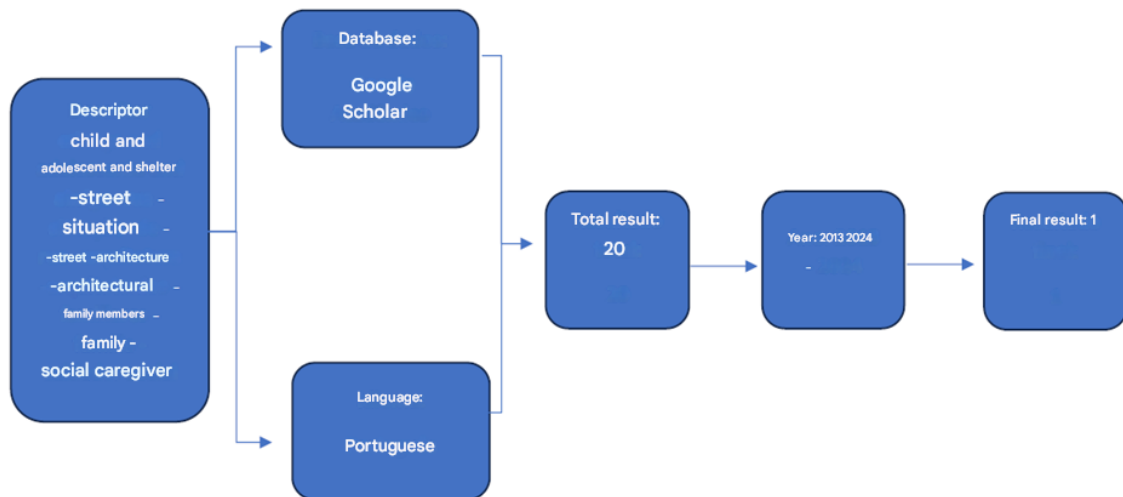
To elaborate the central question of the research, the PICO strategy was used, which is an acronym for Population or Problem, Intervention and Context of the study (Nishikawa-Pacher, 2022), as shown in the table below.

COMPONENT	DEFINITION	DECS DESCRIPTORS	SYNONYMOUS
POPULATION (P)	CHILDREN AND ADOLESCENTS	CHILD; ADOLESCENT	
INTERVENTION (I)	HUMANIZATION	HUMANIZATION OF ASSISTANCE	HUMANIZATION OF CARE
CONTEXT (CO)	INSTITUTIONAL WELCOME	SHELTER; SOCIAL VULNERABILITY	HOME HOUSES

Source: Authors, 2024

Figure 2 represents the search carried out in the period from 2013 to September 2024 using the Health Science Descriptor (DeCS) "google scholar - *child and adolescent and shelter -street -situation -street -architecture -architectural -family members -family -caregiver -caregivers -caregivers -elderly -institution -hospital -hospital -person -elderly*".

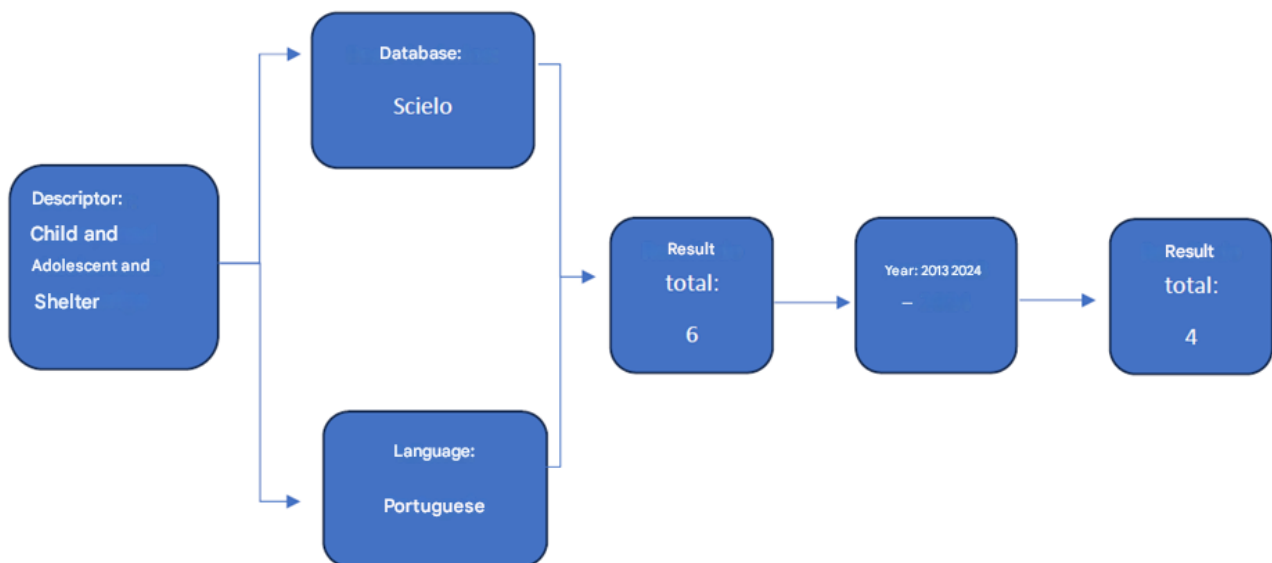
Figure 2: Google Scholar Data Source



Source: Authors, 2024

Figure 3 represents the search carried out from 2013 to September 2024 using the Health Science (DeCS) descriptor "Scielo - *child and adolescent and shelter.*"

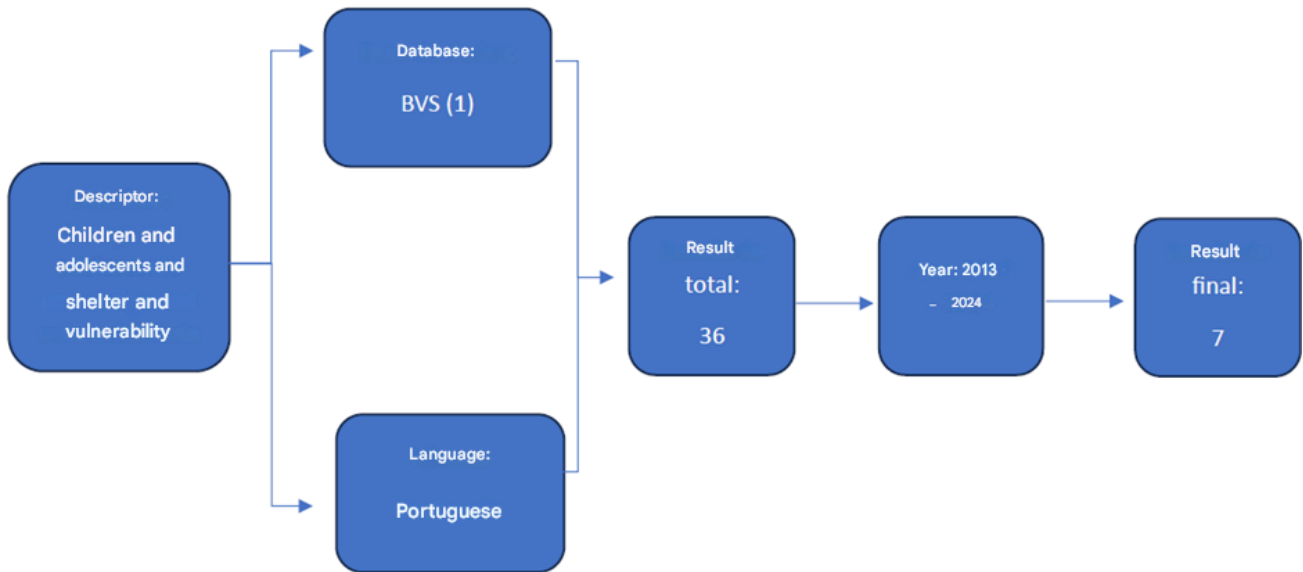
Figure 3: Scielo Data Source



Source: Authors, 2024

Figure 4 represents the data search carried out from 2013 to September 2024 using the descriptor in Health Science (DeCS) Virtual Health Library of the Ministry of Health "*Child and adolescent and shelter and social vulnerability*".

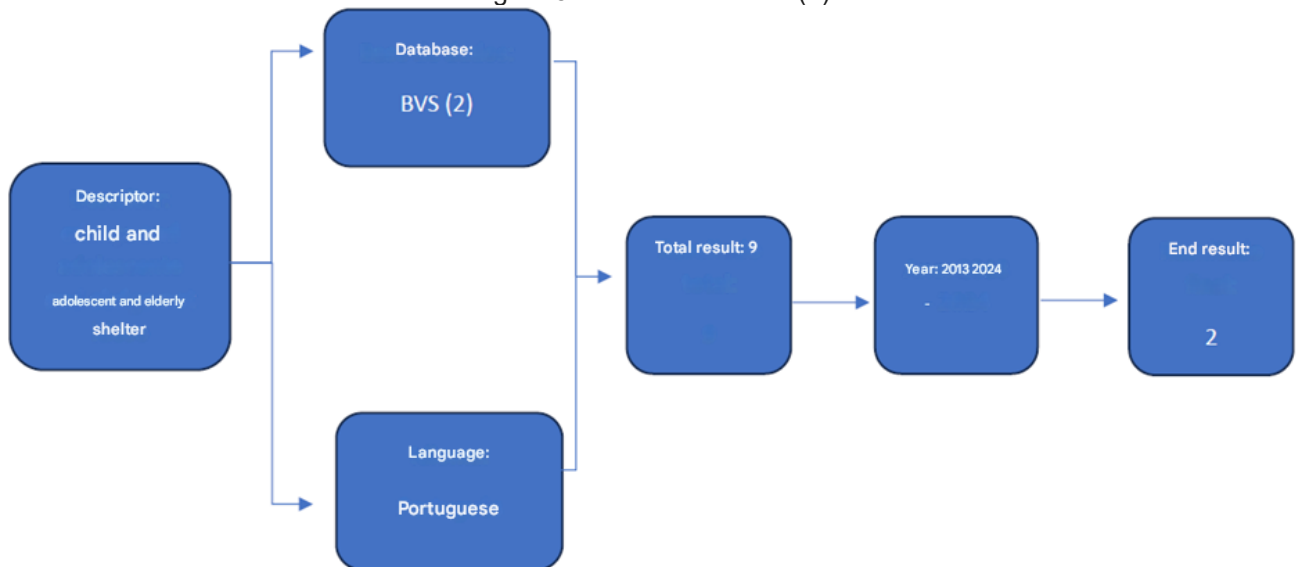
Figure 4: VHL Data Source (1)



Source: Authors, 2024

Figure 5 represents the data search carried out from 2013 to September 2024 using the Health Science descriptor (DeCS) Virtual Health Library of the Ministry of Health "*child and adolescent and shelter not elderly*".

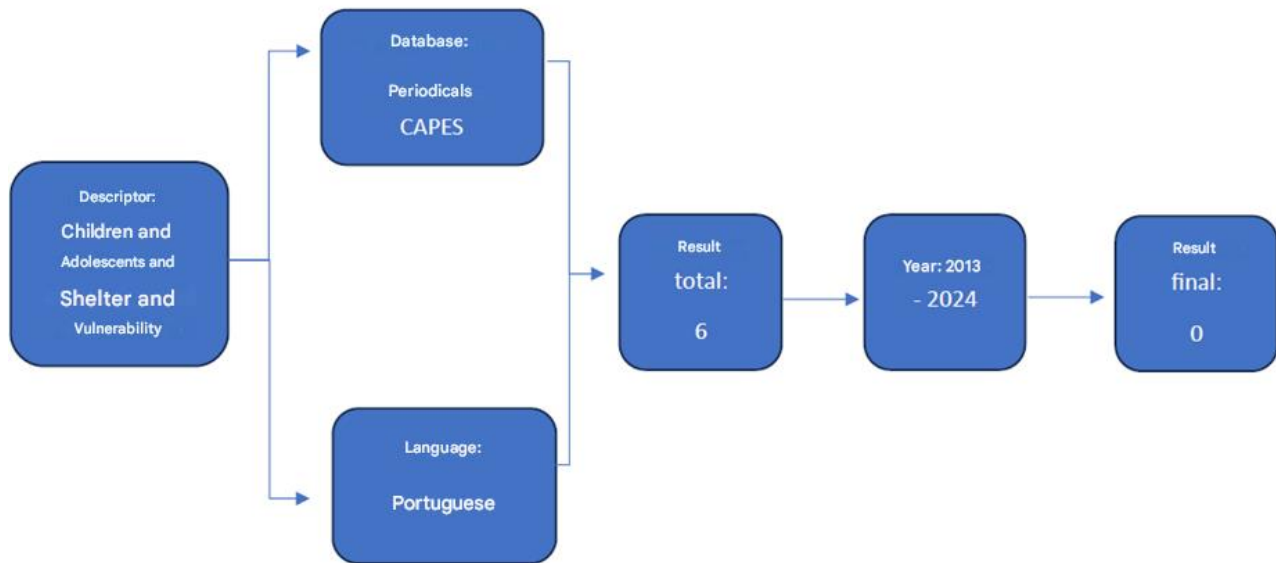
Figure 5: VHL Data Source (2)



Source: Authors, 2024

Figure 6 represents the data search carried out in the period from 2013 to September 2024 using the descriptor in Health Sciences (DeCS) in CAPES Journals "*child and adolescent and shelter and social vulnerability*".

Figure 6: CAPES Periodical Data Source



Source: Authors, 2024

RESULTS AND DISCUSSION

The Integrative Review allowed us to visualize and analyze how the Humanization theme has been addressed in the last ten years in relation to institutionalized children and how its implementation becomes crucial for the full development of these children/adolescents in institutional care.

Based on the criteria established for the survey by descriptors, the search carried out in the "Google Scholar" database, obtained 20 titles of works, 9 of them according to the theme according to title and abstract, and after applying the inclusion and exclusion criteria, resulted in only one selected article. In the "SciELO" database, six articles were found according to the theme, after applying the criteria per year, a total of four articles were found.

In the first search carried out in the "Virtual Health Library", with the descriptors and booleans "child and adolescent and shelter and social vulnerability", a total of 36 articles were found, 13 of which were according to the theme, and seven were excluded after applying the criteria listed per year, obtaining only five articles. The second search carried out in the "Virtual Health Library", the descriptors were used together with the Boolean operators "*child and adolescent and shelter not elderly*", after it was identified that many articles carried out in the first search had to be excluded because they were related to the institutionalization of the elderly, a total of nine articles were obtained, however, only two of them according to the exclusion and inclusion criteria.

The search carried out in the CAPES journal database used the descriptors "*child and adolescent and shelter and social vulnerability*" and a total of six articles were found,



two of them according to the theme by title and analysis of the abstract, but none of them were published between the years 2013 and 2024.

The titles excluded by year covered the year 2003 to 2012, and for a better analysis of the period in which there was exclusion by period, where: in the years 2003, 2004, 2005, 2006 and 2012, one article from each year mentioned above was excluded. In 2007 there were three articles excluded, in 2008 four articles were excluded, in 2009, two articles were excluded, in 2010 there were 5 articles and in 2011 three articles were excluded.

In view of this analysis, we were able to verify that the largest number of publications, even in a period of no interest to the study, was in 2010, the period prior to the publication of the PNH update that occurred in 2013, while in 2004, 2005 and 2006, a period of three years after the 2003 publication of the PNH, It was a period that found lower production on the subject, with only one in each year surveyed.

After the analysis by title and abstract of the selected articles, they were read in full and separated according to the title, journal and year of the study carried out, objective, main results and final considerations, in order to observe the main issues addressed in relation to children/adolescents in institutional care.

Table 1: analysis of search data performed on Google Scholar

GOOGLE SCHOLAR				
Title	Periodical and year	Objective	Main results	Final Thoughts
Shelter, poverty and neglect: paths of judicialization	Psychology & Society – 2015	Discuss negligence as a categorization that justifies state intervention in poor families	The generalization of negligence is applied in an incoherent way, analyzed by a cut of situations. The negligent family is the one that is not the way society expects it to be and do.	In judicial situations, the most immediate scenario is to punish, punish, without taking into account other possibilities and reduce the practice of sheltering to solve problems.

The data search carried out on the Google Scholar platform (table 1) brought only one related article in the year of publication researched. It is a form of search in which it encompasses a wide variety of studies, from different places, and different types of research, encompassing books, theses, laws, syllabus, etc. It is worth mentioning that during the search, several materials considered "gray literature" appeared, however, none of them fit the proposed production period.



The article found highlighted the immediacy of the Judiciary to solve possible problems that could be solved more quickly. It was inferred that many times, there is no more assertive investigation, and what legal possibilities can help and solve the problem in question, other than the initial referral of the child/adolescent to institutional care, removing them early from their homes in several cases, resulting in an intensely stressful period, unnecessarily. (Nascimento, 2012)

Table 2: analysis of search data carried out in Scielo

SCIELO				
Title	Periodical and year	Objective	Main results	Final Thoughts
Evaluation of institutional care services and adolescents in Recife	Ciência & Saúde Coletiva – 2018	To evaluate the structure and process of institutional shelters for the protection of children and adolescents who are victims of abandonment and/or violence in Recife	It was highlighted that one of the main problems is related to human resources, since educators/caregivers establish an affective bond and become a fundamental part of the development of children and adolescents. The on-call regime undermines the continuity of this bond, linked to turnover.	The obstacles to the implementation of the measures by the ECA stem from the use of drugs by adolescents and their families, geographical distance from the family of origin, integration with other institutions and the community and, mainly, the high turnover of professionals
Motor Learning in children and adolescents institutionalized in shelters	Physiotherapy and movement	To analyze the motor learning of children and adolescents institutionalized in shelters and compare them with individuals in a family context.	Children tend to seek affection from others they are living with, creating a family environment where stimuli that favor development occur; individuals live in a stable family environment they have significant differences in development when compared to institutionalized individuals	Individuals living in shelters showed motor learning deficits, evidenced by longer task execution time
Identity politics in the childcare system: the life story of a post-sheltered woman	Social Psychology - 2017	Understand what the experience of having been welcomed in childhood or adolescence is like and what identity politics are attributed; and the possibilities of overcoming after this scenario	The marks of abandonment become part of the identity of the sheltered child; there is a lack of preparation and lack of training to deal with the children in their non-material needs; ambiguity related to the child is divided into gratitude and docility and the prescription of marginality	It is necessary to have public policies that meet the needs of children and guarantee their autonomy and the necessary support for the transition between the age of majority and assuming a role in society after deinstitutionalization by adulthood.
Institutional care for children and adolescents in Aracaju	Clinical Psychology - 2015	Present and discuss research carried out on the execution of institutional care	Dismemberment of a group of siblings at the time of foster care, institutions restricted to the care of children of a certain age group, disarticulation of the child and adolescent protection network,	It is necessary to offer modalities of protection to children and young people that value the family and reduce the application of the foster care measure



			significant number of children and adolescents from the interior sheltered in the capital, absence of work with the family and difficulties in realizing the right to family and community life	
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The data search carried out on the Scielo platform (Table 2) brought Piaget's theory to the fore in a clearer and more objective way, since it establishes the importance of creating a bond with the individuals who make up the child/adolescent's life, in an attempt to keep their routines as close to their realities, to minimize the impacts of family separation. The relationship between the search for institutionalizing the children/adolescents and not providing subsidies that can help the family to structure itself was once again evidenced, seeing institutionalization as the only solution, highlighting the delay in processing the case, further prolonging the waiting time and the suffering experienced by the family. The second article highlights how the appropriate stimulus in institutional care goes unnoticed, and the high demand of children/adolescents and their different needs leads to delays and difficulties in their development. (Santos, *et al* 2017)

It is one of the openings that the university has through extension projects, in which they can promote playful ways that provide humanization, lightness and playfulness in actions in an attempt to alleviate the suffering experienced by children/adolescents and the opportunity for adequate development, allied so that the environment becomes favorable, as recommended by Winnicott (2002).

Table 3: analysis of search data performed in the Virtual Health Library in the first approach

VHL 1				
Title	Periodical and year	Objective	Main results	Final Thoughts
Implication of professional practice in the institutional care of children: caregivers' perspective	Psychology: Science and Profession – 2023	to characterize the implications of professional practice in the reception of children in a shelter, from the perspective of caregivers	The entry of children into the shelter results in a change in the position and role to be occupied; the establishment of a relationship begins from the initial reception; the child feels without prior warning or explanation of what is happening (does not confer autonomy); there are welcoming practices linked to caregivers;	It is necessary to work on the importance of the Bioecological Theory of Human Development so that there is a process of development of the child from the interaction with the others involved in this process. Reflect the reception process according to the implications of human development and existing public policies.
Adoption delivery and demand for reunion: mother's motivation	Psychology: Science and	Discuss the specificities of the voluntary	There is no explanation from the Court of Justice regarding the	It is important that you record in the report information that can



	Profession - 2023	surrender of a child for adoption, in the context of Justice, and the motivations for the mother's subsequent demand for the feasibility of a reunion	explanation of the separation from his mother; reports that their son will never be forgotten, and they worry about the fate of their children;	help in relation to the integration of your life story
Risk, vulnerability and confinement of poor childhood	Psychology & Society	Analysis of the criteria considered for erroneous attribution of the institutional foster care process.	Poor families are directly pointed out as incapable of raising their children properly for historical reasons, and not for analysis itself (criminalization of poverty). Poverty is a situation of vulnerability, and not necessarily a risk. Many believe that institutionalizing is the solution.	Institutional care, when used wrongly, as a magical solution to problems, becomes a confinement of childhood, instead of a reasonable solution. Confinement encompasses the restriction of bodies (sheltered) in terms of the subjectivity that exerts its power and moves life; it limits them to an undesirable future, when limited in "risk" and "vulnerability"
Empowerment of sheltered female adolescents: sexual health from the perspective of Nola Pender's theoretical model	UERJ nursing journal	To describe the sexual attitudes and behaviors of adolescents in foster care and to analyze the repercussions of these attitudes on sexual health, considering the Nola Pender Theoretical Model.	Adolescents are more likely to commit to the behavior that best benefits them; report future concerns about their sexual and reproductive health (pregnancy and STIs); the exercise of sexuality is an important right for the promotion of sexual health; Dialogue between partners contributes to the reduction of risks and gender inequalities and the ability to decide their own future.	The sexual empowerment of adolescents presents duality between sexual practices; Education strategies should be thought of together with adolescents in foster care, where there is a dialogue of care, valuing their personal and social particularities of gender and ethnicity.

In the first search carried out in the Virtual Health Library, there was the presence of an article published in a nursing journal, which was the only one found in this search, while the others are prevalent in journals focused on psychology. The presence of the nursing professional is highlighted as essential for the monitoring of the child/adolescent in their development, establishing a bond with the foster care institution. The importance of monitoring the child/adolescent in an individualized and integral way was also addressed, carrying out health education actions that contribute to a better understanding and



autonomy of each one, since their needs, rights and autonomy are often neglected, with their individualities trivialized. (Penna, *et al.* 2016)

The second article also recommends that there be more information about the child/adolescent, so that they have access to their history and origin, so that they recognize themselves as individual beings with different experiences and knowledge about themselves. (Pinho; Machado, 2023)

Table 4: analysis of search data performed in the Virtual Health Library in the second approach

VHL 2				
Title	Periodical and year	Objective	Main results	Final Thoughts
Perception of professionals from foster care units about the sexual and reproductive health of institutionalized adolescents	Care is key - 2020	To characterize the sociodemographic profile of professionals who work in foster care units for adolescents and to analyze the perception of sexual/reproductive health of institutionalized adolescents from the perspective of professionals in the foster care unit	The professionals do not have training aimed at sexual and reproductive health; the adolescents arrive without having had family guidance; professional difficulty in dealing with abuse and abandonment;	The professional nurse must contemplate in his specialized care the promotion of sexual and reproductive health in this environment that is forgotten by the population, providing support to the health demands of young adolescents, acting in the process of rehabilitation and social insertion of these adolescents.

Finally, the second search carried out in the Virtual Health Library brought an article that highlights the importance of contemplating the individualized care of each individual, since it is the competence of the nursing professional to carry out health promotion, taking into account sexual and reproductive health within the reception environment, since doubts about the subject need to be resolved. (Felix *et al.*, 2020)

It is crucial that there is a follow-up by someone trained to adequately instruct these children/adolescents, facilitating the process of their social reintegration in a safe and appropriate way. After analysis, it was evidenced that there is no scientific production that addresses humanization through playfulness for children/adolescents in institutional care, mostly being restricted to health education focused on more emergent care of the child/adolescent, and not in an integral way, contemplating their biopsychosocial and spiritual needs.



CONCLUSION

Despite the implementation of the National Humanization Policy (NHP) in 2013, health professionals have limitations in relation to the applicability of the humanization of care in practice, as there is not a significant amount of work that includes health care for children/adolescents in institutional care, mainly by health professionals beyond psychology.

The predominance of publications related to children/adolescents is directed to areas related to the judiciary, addressing the rights and duties for children/adolescents in institutional care and the ills present within the institutions in relation to professional preparation for the care of this age group, and the lack of public policies that leverage families who had their children removed from their homes, in order to provide the opportunity for the (re)establishment of the family nucleus to be able to hold custody again.

In this sense, the National Extension Policy (FORPROEX, 2012), university extension strengthens the technical-professional training of students and encourages social changes, promoting an exchange of knowledge between academics that reveals the uniqueness of each one, shaped by community experiences. Through university extension practices, students are able to strengthen ties with the target audience, promoting the humanization of care, as recommended by the PNH (2013). Individuals in situations of structural vulnerability need to be welcomed in a humanized way by other human beings.

Nursing, in particular, stands out for its proximity to users and for the establishment of bonds, especially in primary care. By meeting the needs of foster care institutions, nursing plays a crucial role in the implementation of humanization, ensuring adequate reception and the healthy development of children/adolescents.

According to Lima and Chahini (2021), humanization intertwined with art and health contribute to the promotion of well-being in moments of pain and anguish in individuals of different age groups, taking into account the individuality of the being and the subjectivity of each one. The activities contribute to the development of the child/adolescent, being able to provide cognitive development intertwined with affectivity, communication, interaction with the environment and socialization among individuals.

Through play, the child/adolescent is able to explore the world around him, his imagination, express his feelings and explore creativity, providing moments of relaxation and integration of all the individuals involved, from the planning to the execution of each activity, making art the health promoter capable of promoting well-being, self-esteem and care for others, with the aim of improving health conditions.



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