

**PSYCHOPEDAGOGY IN THE HOSPITAL CONTEXT: A PANORAMA OF  
BRAZILIAN RESEARCH FROM THE LAST DECADE**

***A PSICOPEDAGOGIA NO CONTEXTO HOSPITALAR: UM PANORAMA DE  
PESQUISAS BRASILEIRAS DA ÚLTIMA DÉCADA***

***PSICOPEDAGOGÍA EN EL CONTEXTO HOSPITALARIO: UN PANORAMA DE  
INVESTIGACIÓN BRASILEÑA DE LA ÚLTIMA DÉCADA***

Letícia de Queiroz MAFFEI<sup>1</sup>

**ABSTRACT:** This article constitutes a bibliographic research, with a phenomenological bias, which sought to verify, in Brazilian research of the last decade, between 2010 and 2020, how psychopedagogy is shown in the hospital context. The objective was to identify what emerges when such studies bring psychopedagogical and hospital-related links and, at what times and situations, psychopedagogy is present. It was possible to notice that there is little record on the subject, and few effective actions by these professionals in the Brazilian hospital context. The studies reinforce the need for professionals with a psychopedagogic bias to work with multidisciplinary teams, not only in the context of hospital classes, but in all care and support that are beyond the cognitive perspective, which include affective, behavioral and social aspects. Given this, they also show the need for these professionals to receive adequate formation to work in a context that differs from the school, to which they are normally prepared.

**KEYWORDS:** Psychopedagogy. Hospital psychopedagogy. Bibliographic research.

**RESUMO:** *Este artigo se constitui em pesquisa bibliográfica, com viés fenomenológico, que buscou verificar, nas pesquisas brasileiras da última década, período entre 2010 e 2020, como a Psicopedagogia se mostra no contexto hospitalar. O objetivo foi identificar o que emerge quando tais estudos trazem atrelados Psicopedagogia e âmbito hospitalar, e em que momentos e situações a Psicopedagogia se faz presente. Foi possível perceber que há pouco registro sobre o tema e poucas atuações efetivas desses profissionais no contexto hospitalar brasileiro. Os estudos reforçam a necessidade da atuação de profissionais com viés psicopedagógico junto às equipes multiprofissionais, não só no contexto das classes hospitalares, mas em toda atenção e suporte que estão além da perspectiva cognitiva, mas que englobam aspectos afetivos, comportamentais e sociais. Diante disso, evidenciam também a necessidade de que esses profissionais recebam adequada formação para atuar em um contexto que difere do viés escolar, para o qual normalmente são preparados.*

**PALAVRAS-CHAVE:** *Psicopedagogia. Psicopedagogia hospitalar. Pesquisa bibliográfica.*

<sup>1</sup> Federal University of Rio Grande (FURG), Hospital Dr. Miguel Riet Corrêa Jr., Rio Grande – RS – Brazil. Pedagogue – Responsible for the Hospital Toy Library. Teaching degree in Mathematics and Pedagogy from UFPel. Specialized in Institutional and Clinical Psychopedagogy by FAVENI. PhD in Science Education from FURG. ORCID: <https://orcid.org/0000-0003-0563-5008>. E-mail: [leticia.maffei@ebserh.gov.br](mailto:leticia.maffei@ebserh.gov.br).

**RESUMEN:** *Este artículo constituye una investigación bibliográfica, con sesgo fenomenológico, que buscó constatar, en investigaciones brasileñas de la última década, período entre 2010 y 2020, cómo se muestra la psicopedagogía en el contexto hospitalario. El objetivo fue identificar qué surge cuando dichos estudios traen vínculos psicopedagógicos y hospitalarios y, en qué momentos y situaciones, la psicopedagogía está presente. Se pudo notar que hay poco registro sobre el tema y pocas acciones efectivas de estos profesionales en el contexto hospitalario brasileño. Los estudios refuerzan la necesidad de que los profesionales con sesgo psicopedagógico trabajen con equipos multidisciplinares, no solo en el contexto de las clases hospitalarias, sino en todos los cuidados y apoyos que van más allá de la perspectiva cognitiva, pero que incluyen aspectos afectivos, conductuales y sociales. Ante esto, también muestran la necesidad de que estos profesionales reciban una formación adecuada para trabajar en un contexto que se diferencia del sesgo escolar para el que normalmente están preparados.*

**PALABRAS CLAVE:** *Psicopedagogía. Psicopedagogía hospitalaria. Investigación bibliográfica.*

## Introduction

The study presented here sought to verify how Psychopedagogy is shown in the hospital context in Brazilian research published in the last decade, between 2010 and 2020. The article consisted of a bibliographical research, guided in a phenomenological perspective (BICUDO, 2011), carried out in Brazilian databases. The delimitation of the theme to the hospital context is justified by the interest in strengthening the relevance of thinking about the psychopedagogical approaches carried out in this context.

Being in a hospital context is experiencing a spectrum of relationships that may be linked to losses, reconfigurations and/or adaptations. The illness situation and the different diagnoses require nuances in the form of treatment that sometimes, especially with children, go beyond clinical and medical aspects. The condition that the hospitalization context imposes, eventually, temporarily or permanently, may require new learning or even the need to relearn ways of writing, communicating, moving.

“Hospitalized children and adolescents suffer from deprivations imposed by the pathology, as well as the distance from their family, social and school environment, as already mentioned” (BRANDALEZI, 2017, p. 185, our translation). Brandalezi (2017) highlights that recognizing the existence of other needs in the life of hospitalized pediatric patients “that are not just clinical means adopting other ways of intervention to also significantly contribute to well-being and quality of life of this patient” (BRANDALEZI, 2017, p. 185, our translation).

The objective of this research is to verify how the presence of Psychopedagogy is shown in this context. What do the studies show when they bring Psychopedagogy and the

hospital context together? In these writings, in what moments and situations is Psychopedagogy present? In the lines that follow, an overview of Psychopedagogy will be presented, the studies that were identified and selected, as well as the selection and analysis criteria of the materials, in order to allow this writing and map what has been practiced as Psychopedagogy in hospital environments.

### **Panorama on Psychopedagogy**

According to Rubinstein, Castanho and Noffs (2004), Psychopedagogy “has contributed to the integration of children, adolescents and adults who for different reasons are disconnected from the school system and institutions where learning is the center”. The researchers point out that, although Psychopedagogy has its origins mainly linked to care aimed at problems in the school learning of children and adolescents, psychopedagogical interventions are aimed at learning in general and have also been taking place outside the school context, as is the case of hospitals.

In the beginning of the educational and psychological movement of the beginning of the century, the tendency was to understand the reasons for the failure of children in school only in the student, in their individual characteristics. The instruments used to evaluate the individuals, in their (in)capacities, analyzed the failure from the perspective of the deficiencies of which the students had (RUBINSTEIN; CASTANHO; NOFFS, 2004, our translation).

In the 60s, a period of transformation begins, and the understanding of learning difficulties is expanded. In addition to the organic aspect of the student, other factors linked to learning problems are considered. “The learning problem came to be understood as a difficulty resulting from inadequate institutional management, unresolved conflicts or others” (COSTA; PINTO; ANDRADE, 2013, our translation).

For Rubinstein (2004), Psychopedagogy is no longer limited to preventing school failure and started to seek to optimize the teaching and learning processes, thus enabling the production of knowledge. The learning subject came to be understood as part of a context, where the psychopedagogue's perspective considers the learner's issue from the understanding of its multiple dimensions: organic aspect, aspect related to subjectivity, added to the sociocultural scenario (COSTA; PINTO; ANDRADE, 2013, our translation).

As stated by Costa, Pinto and Andrade (2013, our translation) “we can observe several changes in the meanings given to Psychopedagogy, which means that its identity is still in the

process of maturation”. Rubinstein, Castanho and Noffs (2004, our translation) emphasize that “Psychopedagogy was born from a lack and it is this lack, as a paradox, that mobilizes it to seek possible alternatives to understand the subject of learning in different sociocultural contexts”.

The construction of knowledge is often associated exclusively with a teaching and learning process that takes place within the school institution. Although the school is, in fact, a proper environment to promote some learning, learning is not restricted to this single context. The social transformations that have been taking place over the years have brought significant changes to the conception of childhood, provoking reflections, among other aspects, on teaching and learning (BRANDALEZI, 2017, p. 179, our translation).

Brandalezi (2017, p. 180, our translation) highlights that Psychopedagogy, “inserted in the contexts of education and health, analyzes and intervenes in factors that are positive or negative to the teaching and learning processes, highlighting the importance of learning in the most different spaces and circumstances”. The researcher emphasizes the possibility of broadening the look at the uniqueness of thinking, reinforcing that Psychopedagogy

brings the possibility of investigating and truly knowing how the subject learns, how and why learning changes are produced, how to recognize and treat them, how to prevent them and how to promote learning processes that make sense for the learner (BRANDALEZI, 2017, p. 180, our translation).

## Development

In order to locate the studies of the last ten years, between 2010 and 2020, the following databases were consulted: Capes Theses and Dissertations Catalog, Brazilian Digital Library of Theses and Dissertations, Medline (via PubMed), Latino-American and Caribbean Literature in Health Sciences (LILACS) and Microsoft Academic. The search performed was related to the term Psychopedagogy, which may be present in the title, abstract and/or keywords. 11 documents were identified, including 7 articles, 3 dissertations and 1 thesis. The analysis of the texts took place primarily based on the abstracts presented, but whenever possible the material was considered in full.

Silva's dissertation (2015) addressed and investigated the use of therapeutic toy with a child undergoing the invasive procedure of surgical catheterization. The researcher understands that, in addition to nursing care with a biological bias, care must consider the patient's social and emotional needs. Therapeutic toy would fit as a communication and relationship technique that would enable this service in a broader perspective.

Psychopedagogy was included in this study, because among the team of professionals who somehow collaborated with the research, there were psychologists, psychopedagogues, and occupational therapists. Psychopedagogy itself did not have a central presence, even though the participation of professionals – psychopedagogues – in the study was relevant.

Smerdel and Murgo (2018), in their study, emphasized the importance of Psychopedagogy in the hospital context. The authors emphasize that the starting point for the research they carried out was the need to answer the following question: “Why isn't there a psychopedagogue within hospital institutions?”. From this perspective, they proposed a theoretical and practical work around the insertion of the psychopedagogist, as an intern, in the hospital environment. The objective was to investigate the impact of the presence of this professional working with children and adolescents in pediatric hospitalization. The researchers reinforce that

The hospitalization period is a delicate time for the school-age patient, who goes through a series of emotions and stress caused by his illness. To contribute positively in this moment of uncertainty, the development of educational learning activities offers this patient new perspectives. [...] As it is a moment of emotional vulnerability and deprivation of school life, the role of the psychopedagogist is essential for the patient/student to continue developing skills and abilities, respecting the particularities of their illness. This professional, as part of the hospital's multidisciplinary team, must be prepared to develop activities that aid learning without harming medical treatment. [...] The psychopedagogist, in this process, is the mediator between the hospital class educator and the student/patient. His/her performance involves the psychopedagogical development of the student/patient, helping their learning and also their recovery, using different strategies such as games, games, music, theater and orality, among others. It is a different job for the educator in the formal teaching environment, but with common goals: to develop the psychic, social, affective, motor and cognitive skills of the child or adolescent who is in an environment adverse to their routine (SMERDEL; MURGO, 2018, our translation).

Hospital Psychopedagogy, in the study by Brás, Lopes and Agrello (2020), is linked to the realization of psychopedagogical workshops with adolescent and adult mothers, in order to promote actions that favor new possibilities so that they can continue school life, as well as deal with the new condition of life. The researchers highlight the humanizing character of the presence of multi/inter/transdisciplinary teams in the hospital, with the psychopedagogist being an important element in this group. The performance of these teams provides "positive results in the learning and clinical condition of these mothers, making this environment happy and dynamic, through projects that enable dreams, fantasies" (BRÁS; LOPES; AGRELLO, 2020, p. 48, our translation). Considered by the authors as a mode of institutional and clinical

intervention, hospital Psychopedagogy "consists of assessments and interventions in the health context, considering the learning process that encompasses the development and use of a series of skills, both physical and mental and emotional" (BRÁS; LOPES; AGRELLO, 2020, p. 49, our translation).

Thus, it is believed that the hospital psychopedagogical action means learning the reality of being a mother, associating biological aspects with social and cultural and emotional conditions. However, the psychopedagogical action as a social proposal cannot be treated as a simple transmission of knowledge to others, and outside their reality. It must equip individuals and communities to understand their reality (BRÁS; LOPES; AGRELLO, 2020, p. 50, our translation).

Still from the perspective of Hospital Psychopedagogy, Silva and Alves (2016) conducted a literature review seeking to identify, in scientific databases, studies that highlighted the importance of the educational psychologist working with hospitalized children. The importance of hospital Psychopedagogy was verified, as well as the presence of play as a significant tool. The focus for Psychopedagogy was mainly due to the bias of the pedagogue's performance in hospital classes and, in view of the context, the researchers indicate that the need for this area of activity to be better worked on already in teaching degrees was identified. The studies they rescued by reinforcing the importance of the performance of these professionals with students/patients, influencing not only the learning deficit, but also their recovery, make even more evident the need for concern with the formation of such professionals who will be inserted in the hospital context.

Sales *et al.* (2019) presented a qualification carried out with Psychopedagogy professionals to work in the care and monitoring of patients with cystic fibrosis and recurrent hospitalizations. The preparation of these professionals to work with children and adolescents in hospital complies with the provisions of legislation regarding hospital classes, understanding that treatment is not restricted only to "biological aspects of traditional medical care for the disease, but also access to leisure, interaction with the external environment, information about their disease process, therapeutic care and intellectual exercise" (SALES *et al.*, 2019, our translation). The researchers reinforce the objective of the work, which also consisted of "identifying the positive aspects of the hospital psychopedagogical intervention in the child psychoeducational development of patients with cystic fibrosis" (SALES *et al.*, 2019, our translation).

Castanho (2014) carried out a survey of publications in the Revista Psicopedagogia, a periodical dedicated to the subject since 1982, which brought the relationship of the area with

hospital and health contexts. There was a low incidence of publications on the researched topic, but the researcher emphasizes that the importance is not linked to the number of identified works, but to the “diversity of possibilities for the participation of the psychopedagogue in interdisciplinary teams in the assessment and intervention in learning processes in these contexts” (CASTANHO, 2014). The study reinforced the need for deeper debates and the search for systematizations and theorizations on the subject, especially regarding the role of psychopedagogues in these contexts.

The article by Lima and Natel (2010) aimed to survey the contributions of Psychopedagogy to hospital pedagogical care. The researchers conducted a theoretical study that included the verification of legislation relating to the Hospital Class and conducted an interview with a psychopedagogue who works in this context. The authors highlight the contribution that Psychopedagogy brings to hospital pedagogical care and reiterate that

it is necessary to demonstrate to other professionals - and to reinforce among the psychopedagogues themselves - that Psychopedagogy must be present at all times when learning occurs, from the planning of an activity, through the formation and discussion of cases with educators and finally, intervening in possible learning difficulties (LIMA; NATEL, 2010, our translation).

Ferreira (2011) discussed the role of psychopedagogical monitoring of patients undergoing long-term treatment in the Hemodialysis Sector in a hospital environment. For the researcher, the role of psychopedagogical activities is not restricted to the construction of knowledge but is also related to the patient's recovery and reintegration. According to Ferreira (2011, our translation), “the research revealed that it is possible to develop, in the hospital environment, an action that articulates health and education and, in this way, contributes to the recovery of patients undergoing prolonged treatment”.

Stocchero (2012) addresses psychopedagogical care linked to pedagogical care within the scope of Hospital Pedagogy, reinforces the need for this support which, in addition to rescuing schooling, breaks the hospital routine and restores self-esteem to patients. The study refers to an extension project that allows students of Pedagogy, Psychopedagogy and other courses to act together in the perspective of this service. In her study, the author rescues the differentiation between Pedagogy and Psychopedagogy, emphasizing the focus on the pathologies, diagnosis and treatment of learning disorders. “The hospital psychopedagogue is dedicated to knowing the diseases that cause and interfere in the learning process, causing difficulties or disturbances in this process” (STOCCHERO, 2012, our translation). The

researcher highlights that the hospital psychopedagogical practice is effective in some countries, but in Brazil there are still few hospitals where this service is implemented.

Sant'Ana (2014) addressed the use of tablets by Pedagogy students when working in a hospital toy library, indicating that the tool, when used by students, produces more senses and meanings. The work in the scope of Hospital Pedagogy leads the researcher to refer that these students are closer to what can be recognized as psychopedagogues. The author in his writing, including in the title of his study, uses the term [psycho]pedagogy, bringing the 'psycho' in square brackets on purpose and argues that such an artifice was inserted in his textual production "to subjectively remind that this is a territory in constitution and that can only be effective in case of professional registration of the Brazilian government that recognizes the profession of Psychopedagogue" (SANT'ANA, 2014, our translation), he also highlights that the university students mentioned in the study would need to adapt to the legal requirements so that they could establish itself as such.

Souza and Stobäus (2012) focus their studies on children with chronic diseases and the impact of illness and hospitalization on the disruption of their life routines. Given this situation, the researchers state that to better elaborate this situation "it becomes necessary that the child, and their family and educational environment, can have elements and methodological instruments with which they can better externalize and (re)work cognitively, affectively and socially about what they are feeling" (SOUZA; STOBÄUS, 2012, our translation). The authors emphasize the use of playfulness "as a strategy for the possibility of expressing feelings and fears, becoming the link between the family world and the new situations they face" (SOUZA; STOBÄUS, 2012). Regarding Psychopedagogy, the article presents the psychopedagogue in the role of intermediating the child's treatment with the multidisciplinary team and highlights the importance of adequate preparation of this professional.

### **Final considerations**

Returning to the initial questions about what is shown about the use of Psychopedagogy in the hospital context, it is possible to notice that, in the Brazilian context, there are still few studies and effective works in the area, but the importance of the performance of such professionals is evident. The studies show that the presence of these professionals in the work in multidisciplinary teams of healthcare to patients, in the hospital environment, still occurs in a limited way. The role of the psychopedagogue is often restricted



to learning difficulties and not to educational processes as a whole, which also limits the understanding of the breadth of their performance.

The importance of the performance of these professionals and the proper preparation they must have in their initial formation are strongly reiterated in the writings, so that they can work in the hospital context, which differs from the school contexts for which they are normally formed. What can be seen is that, in general, the presence of such professionals or the specificity of their work through a psychopedagogical bias occurs in parallel with the work of the pedagogue in hospital classes or in specific projects with specific groups of patients. The research carried out reinforces the importance of thinking about and validating the need for the performance of properly qualified professionals to develop psychopedagogical monitoring of patients in hospital, not only regarding cognitive and learning aspects, but also affective, behavioral and social aspects, which are affected by the hospitalization and illness process.

**ACKNOWLEDGMENTS:** FAPERGS for financial support via notice 04/2019 - ARD.

## REFERENCES

- BICUDO, M. A. V. (Org.). **Pesquisa qualitativa segundo a visão fenomenológica**. São Paulo: Cortez, 2011.
- BRANDALEZI, E. Psicopedagogia hospitalar. *In*: KERNKRAUT, A. M.; SILVA, A. L. M.; GIBELLO, J. (Org.). **O psicólogo no hospital: da prática assistencial à gestão de serviço**. São Paulo: Blucher, 2017.
- BRÁS, A. W. L.; LOPES, G. K. F.; AGRELLO, M. P. Psicopedagogia Hospitalar: O vínculo mãe/bebê e o aleitamento. *In*: **Série Educar** – Volume 39 – Educação nos Anos Iniciais, Educação de Jovens e Adultos / Organização: Editora Poisson – Belo Horizonte: Poisson, 2020. Available: <http://www.editorarealize.com.br/artigo/visualizar/50109>. Access: 03 Feb. 2021.
- CASTANHO, M. I. S. Psicopedagogia em contextos hospitalares e da saúde: três décadas de publicações na Revista Psicopedagogia. **Revista Psicopedagogia**, v. 31, n. 94, p.63-72, 2014. Available: <http://www.revistapsicopedagogia.com.br/detalhes/88/psicopedagogia-em-contextos-hospitalares-e-da-saude--tres-decadas-de-publicacoes-na-revista-psicopedagogia>. Access: 03 Feb. 2021.
- COSTA, A. A.; PINTO, T. M. G.; ANDRADE, M. S. Análise Histórica do surgimento da Psicopedagogia no Brasil. **Id on line Revista de Psicologia**, ano 7, n. 20, jul. 2013. Available: <https://idonline.emnuvens.com.br/id/article/view/234>. Access: 15 Apr. 2021.

FERREIRA, P. K. R. K. **O apoio psicopedagógico ao paciente em tratamento prolongado: uma investigação sobre o processo de aprendizagem no Hospital de Clínicas da Universidade Federal de Uberlândia.** 2011. 122 f. Dissertação (Mestrado em Educação) – Universidade Federal de Uberlândia, MG, 2011. Available: <https://repositorio.ufu.br/handle/123456789/13850>. Access: 03 Feb. 2021.

LIMA, M. C. C.; NATEL, M. C. A psicopedagogia e o atendimento pedagógico hospitalar. **Revista Psicopedagogia**, v. 27, n. 82, p. 127-139, 2010. Available: <http://www.revistapsicopedagogia.com.br/detalhes/226/a-psicopedagogia-e-o-atendimento-pedagogico-hospitalar>. Access: 03 Feb. 2021.

RUBINSTEIN, E.; CASTANHO, M. I.; NOFFS, N. A. Rumos da psicopedagogia brasileira. **Revista Psicopedagogia**, v. 21, n. 66, p. 225-238, 2004. Available: <https://cdn.publisher.gn1.link/revistapsicopedagogia.com.br/pdf/v21n66a05.pdf>. Access: 15 Apr. 2021.

SALES, A. *et al.* Capacitação psicopedagógica a profissionais de psicopedagogia para o atendimento e acompanhamento de pacientes de fibrose cística e com quadro de internações recorrentes. **Brazilian Journal of Development**, Curitiba, v. 5, n. 4, p. 3252-3257, abril, 2019. Available: <https://www.brazilianjournals.com/index.php/BRJD/article/view/1469>. Access: 03 Feb. 2021.

SANT'ANA, A. S. C. **O ser da presença da docência com o dispositivo tablet PC e as teias educacionais de aprendizagens inclusivas na [psico]pedagogia social hospitalar.** 2014. 303 f. Tese (Doutorado em Educação) – Universidade Federal do Espírito Santo, Vitória, ES, 2014. Available: <https://repositorio.ufes.br/handle/10/1831>. Access: 03 Feb. 2021.

SILVA, D. M. S. **Construção e validação de brinquedo e história para o cuidado à criança submetida a cateterismo cardíaco em sessão de brinquedo terapêutico.** 2015. 127 f. Dissertação (Mestrado em Enfermagem) – Universidade Federal de Pernambuco, Recife, PE, 2015. Available: <https://repositorio.ufpe.br/handle/123456789/15779>. Access: 03 Feb. 2021.

SILVA JÚNIOR, E. X; ALVES, M. I. Psicopedagogia hospitalar: uma abordagem na literatura. **Caderno de cultura e ciências**, v. 15, n. 2, dez., 2016. Available: [https://www.researchgate.net/publication/317952866\\_PSICOPEDAGOGIA\\_HOSPITALAR\\_UMA\\_ABORDAGEM\\_NA\\_LITERATURA](https://www.researchgate.net/publication/317952866_PSICOPEDAGOGIA_HOSPITALAR_UMA_ABORDAGEM_NA_LITERATURA). Access: 03 Feb. 2021.

SMERDEL, K. S.; MURGO, C. S. Um olhar psicopedagógico sobre o processo ensino-aprendizagem no contexto hospitalar. **Revista Psicopedagogia**, v. 35, n. 108, p. 329-339, 2018. Available: [http://pepsic.bvsalud.org/scielo.php?script=sci\\_arttext&pid=S0103-84862018000300008](http://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S0103-84862018000300008). Access: 03 Feb. 2021.

SOUZA, A. O.; STOBÄUS, C. D. Psicopedagogia hospitalar: a doença crônica e o lúdico na infância. **Revista de Educação, Ciências e Cultura**, v. 17, n. 2, jul-dez, 2012. Available: <https://repositorio.pucrs.br/dspace/handle/10923/8634>. Access: 03 Feb. 2021.

STOCCHERO, M. R. S. **Atendimento psicopedagógico à criança e ao adolescente do Hospital Universitário Lauro Wanderley: implicações das práticas.** 2012. 157 f.

Dissertação (Mestrado em Educação) – Universidade Federal da Paraíba, João Pessoa, PB, 2012. Available: [https://repositorio.ufpb.br/jspui/handle/tede/4687?locale=pt\\_BR](https://repositorio.ufpb.br/jspui/handle/tede/4687?locale=pt_BR). Access: 03 Feb. 2021.

### **How to reference this article**

MAFFEI, L. Q. Psychopedagogy in the hospital context: a panorama of Brazilian research from the last decade. **Doxa: Rev. Bras. Psico. E Educ.**, Araraquara, v. 22, n. 00, p. e021006, 2021. e-ISSN: 2594-8385. DOI: <https://doi.org/10.30715/doxa.v22i00.14739>

**Submitted:** 04/02/2021

**Required revisions:** 16/02/2021

**Approved:** 04/05/2021

**Published:** 25/06/2021