

THE SPACE OF HOSPITAL PEDAGOGY FORMATION IN PEDAGOGY COURSES AT PUBLIC UNIVERSITIES OF PARANÁ

O ESPAÇO DA FORMAÇÃO EM PEDAGOGIA HOSPITALAR NOS CURSOS DE PEDAGOGIA NAS UNIVERSIDADES PÚBLICAS ESTADUAIS DO PARANÁ

EL ESPACIO DE FORMACIÓN EN PEDAGOGÍA HOSPITALARIA EN CURSOS DE PEDAGOGÍA EN LAS UNIVERSIDADES PÚBLICAS DEL PARANÁ

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ABSTRACT: This article has the subject of hospital pedagogy as a field of action for the pedagogue. Therefore, we list the following question as problematic: what formation have professionals offered to support the growing and development of the professional field? Having as general objective the identification of this formation in the context of the Teaching Degree courses in Pedagogy in the Public Universities of the State of Paraná, we analyzed the curricular matrices of the four pedagogy courses in seven State Universities in search of curricular spaces that address this specific formation. We obtained the following results: seven universities do not have it, six have it only as a possibility and only one explicitly mentions the formation of the hospital educator. We emphasize the need for universities to be more concerned with their formation.

KEYWORDS: Hospitals pedagogy. Formation of the hospital pedagogue. State universities of Paraná. Pedagogy.

RESUMO: O presente trabalho tem como temática a Pedagogia Hospitalar enquanto campo de atuação do pedagogo. Para tanto, elencamos como problemática a seguinte indagação: a formação ofertada para os profissionais tem acompanhado o crescimento e o desenvolvimento do campo profissional? Tendo como objetivo geral a identificação desta formação no contexto dos cursos de Licenciatura em Pedagogia nas Universidades Públicas Estaduais do Paraná, analisamos as matrizes curriculares dos catorze cursos de pedagogia em sete Universidades Estaduais em busca de espaços curriculares que tratassem dessa formação específica; obtivemos os seguintes resultados: sete universidades não contemplam, seis contemplam apenas como possibilidade e somente uma cita diretamente a formação do pedagogo hospitalar, demonstrando a necessidade de que haja uma maior preocupação das Universidades com tal formação.

PALAVRAS-CHAVE: Pedagogia hospitalar. Formação do pedagogo hospitalar. Universidades estaduais do Paraná. Pedagogia.

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RESUMEN: *El presente artículo tiene el tema de la Pedagogía Hospitalaria como un campo de acción para el pedagogo. Por lo tanto, enumeramos la siguiente pregunta como problemática: ¿la capacitación ofrecida a los profesionales ha acompañado el crecimiento y el desarrollo del campo profesional? Teniendo como objetivo general la identificación de esta formación en el contexto de los cursos de Grado en Pedagogía en las Universidades Públicas del Estado de Paraná, analizamos las matrices curriculares de los catorce cursos de pedagogía entre las siete Universidades del Estado en busca de espacios curriculares que aborden esta formación específica; obtuvimos los siguientes resultados: siete no contemplan, seis contemplan solo como una posibilidad y solo uno menciona directamente la capacitación del educador del hospital hacemos hincapié en la necesidad de que las universidades se preocupen más por dicha capacitación.*

PALABRAS CLAVE: *Pedagogía hospitalaria. Capacitación del pedagogo Hospitalario. Universidades estatales del Paraná. Pedagogía.*

Introduction

We can consider that Hospital Pedagogy is intrinsically linked to the area of studies and research of Social Pedagogy, since both aim at the integral formation of the student, realizing the situations that involve their context, without disregarding the characteristics of the students involved in the teaching and learning process, always respecting the human being in all aspects. Its practice aims to provide pedagogical assistance to children and young people in conditions of illness, and it is also an important contribution to the family and even to the patient's prognosis, given the impact of the state of mind on physical health.

In Hospital Pedagogy according to Matos and Mugiatti (2008), due to the peculiarities of each case, it is necessary that both the health and education teams be in agreement as to how the treatment/pedagogical work will be developed with this patient-student, so that the process is complete, aiming to establish relationships, multi/inter/transdisciplinary. This is because the teaching and learning process is not a mere process of continuity of studies, in which the content is only passed on to the student, because it is “[...] one of the most important psycho-socio-pedagogical support, because it does not isolate the student in the pure condition of sick [...]” (MATOS; MUGIATTI, 2008, p. 47, our translation).

Given the importance of the area, we problematize the space that such formation has found in Pedagogy courses, especially in the State Public Universities of Paraná. Therefore, in the first section of the article, we delineate the role of the hospital educator, demonstrating the specificities of the function and its current growth trend, being a profession increasingly recognized for its importance in the social sphere.

Subsequently, in the second section, we demonstrate the survey carried out with the curricular matrices of the seven State Universities of Paraná, seeking, in the subjects' menus, spaces that contemplate or could contemplate formation in the hospital area.

Finally, we conclude that a large part of the Pedagogy teaching degree courses are, in general, omitted in relation to professional practices that are beyond the school context, which provides the pedagogue with a limited view on their formation, characterizing the lack of knowledge regarding other contexts in which this professional may act, especially in the exercise of the function of hospital educator.

Brief history of the hospital pedagogue's performance

Although Hospital Pedagogy is not a recent field of study, it has a long history in its curriculum and a considerable amount of production related to the area, it is still, contradictorily, little known by education, health professionals and even by the community/society generally.

According to Oliveira (2013), pedagogical hospital care emerged in the early twentieth century in France, but in Brazil this educational practice only began to be officially offered in 1950, at Hospital Jesus, located in Rio de Janeiro. However, there were already records of school attendance at Santa Casa da Misericórdia in São Paulo, in the year 1600.

The first hospital classes in Brazil offered assistance to children with physical disabilities. In 1994, hospital classes were recognized as a teaching modality by the MEC (Ministry of Education), through the Special Education Policies, standardized in 2001 and 2002 respectively with the documents, National Guidelines for Special Education in Basic Education (BRASIL, 2001) and Hospital Class and home pedagogical assistance: guidelines and strategies (BRASIL, 2002, p. 15-16).

These National Guidelines were instituted by Resolution No. 02/2001, and their main objective was to seek to guarantee the right to education for all, since “[...] for a long time [...] the student with a disability [...] was attended only separately or else simply excluded from the educational process [...]” (BRASIL, 2001, p. 5, our translation). According to this document, from the moment the concept of Special Educational Needs was adopted, there was a drastic change in the school environment. Thus, the student should no longer be considered a problem for having specificities, making necessary to them to adjust to the imposed standards of normality in school environments, but the institution, teachers and staff should be at the student's disposal, looking for ways to serve and provide good development and learning. It is

essential that this happens in the same way in the hospital environment, the special educational needs being temporary or not.

Through this same document it is clarified that “[...] specialized educational assistance can take place outside the school space [...]” (BRASIL, 2001, p. 51, our translation), entering here within the scope of the Hospital Class, defined like:

[...] service designed to provide, through specialized assistance, school education to students unable to attend classes due to health treatment that involves hospitalization or outpatient care. [...]

The objectives of hospital classes are: to continue the learning process of students enrolled in Basic Education schools, contributing to their return and reintegration into the school group; and develop a flexible curriculum with children, youth and adults not enrolled in the local educational system, facilitating their subsequent access to regular school (BRASIL, 2001, p. 51-52, our translation).

In the document Hospital Class and home pedagogical care: guidelines and strategies, developed by the Special Education Secretariat, it was sought to structure and guide the educational care system in non-school environments, with the intention of developing the knowledge of hospitalized students, including even how physical spaces should be organized. As for the facilities and equipment of this service, we can see that this document has as main objective to support those who intend to implement this type of teaching.

From a mapping carried out between 1997 and 1998, in order to know the number of schools in hospitals in Brazil, according to Fonseca (1999), 30 hospital classes were found, 25 of these were concentrated in the Midwest (9), Southeast (10) and South (6) regions, this research did not mention which hospitals provided this service. In 2011, this data was updated, containing the following information in this mapping:

According to the last update carried out in May 2011, Brazil has 128 hospitals with hospital classes in 19 states and in the Federal District, according to the list presented: North Region - total 10 hospitals with schools; Northeast Region - total of 23 hospitals with schools; Midwest Region - total 24 hospitals with schools; Southeast Region - total of 52 hospitals with schools and South Region - total of 19 hospitals with schools. The Brazilian States in which, according to this survey, there is no information about the existence of hospital classes for children and/or adolescents admitted: Amazonas, Rondônia, Amapá, Piauí, Paraíba, Pernambuco and Alagoas (OLIVEIRA, 2013, p. 27694, author's highlights, our translation).

From this update, we can already see a great advance regarding the number of schools in hospitals in our country. From 1999 to 2011 the increase in hospitals that offered pedagogical assistance was 98 classes.

Through the project AEH - Association of Hospital Schools of the State University of Rio de Janeiro, a non-formalized autonomous entity, it was possible to receive a more recent update from the year 2016, data referring to the mapping of entities that perform pedagogical hospital care .

According to the document sent by the aforementioned project, Fonseca (2016) tells us in a quantitative survey that Brazil currently has 157 hospitals with educational assistance, 10 in the North, 28 in the Northeast, 26 in the Midwest, 64 in the Southeast and 29 in the South, of this total 16 are in the state of Paraná, namely, Pequeno Príncipe Hospital, Erasto Gaertner Hospital, Evangelical University Hospital of Curitiba, Hospital das Clínicas, Federal University of Paraná, Work Hospital, Santa Casa - Cornélio Procópio, Regional University Hospital - Maringá, Regional University Hospital of Northern Paraná, Regional University Hospital of Western Paraná, Cancer Hospital UOPECCAN, Children Hospital Doutor Waldemar Monastier, Regional Hospital of Paraná Coastline, Foz do Iguaçu Municipal Hospital, HJ LTDA Clinics and the Squadron of Life Therapeutic Community.

Education is the main foundation of social life. It transmits and expands culture, extends citizenship, builds knowledge for work. More than that, it can expand the margins of human freedom, as the pedagogical relationship adopts solidarity and emancipation as a commitment and an ethical-political horizon (BRASIL, 2001, p. 5, our translation).

Considering that education is everyone's right, children, adolescents, youth and adults hospitalized are not excluded from this. However, despite the significant advance in the number of hospital classes/schools from the first mapping to its last update, we realize that this right is not yet fully respected.

We must remember that the silencing of the bodies responsible for this type of pedagogical assistance in a hospital environment, due to the lack of knowledge about educational hospital assistance and lack of information about this right, mainly by those in need, are the main causes of this failure in the education system. We highlight here the following note made by Paula (2005, p. 18, our translation):

It is necessary to consider that not all hospitalized children and adolescents are able to participate in educational activities in the hospital, because those children who are in severe conditions, or in very weak conditions of their health, cannot attend classes. However, [...] many children and adolescents [...] who have physical and emotional conditions conducive to continuing their studies, are being [...] deprived of this right in many hospitals.

In this way, we need to provide these people with all the necessary information and knowledge about the rights that are guaranteed to them, so that they are able to go after for them. Furthermore, we emphasize that the growth of pedagogical activity in the hospital context should gradually put pressure on the initial formation of the pedagogue so that, even in the course of his teaching degree, he receives the epistemological bases and has space for experimentation, as in internship subjects. Such reflection leads us to ask: how is formation in this area contemplated in the teaching degrees of state public Universities in Paraná?

The space of Hospital Pedagogy in the curricular matrices

We have already shown how relevant we consider the fact that a specific qualification on Hospital Pedagogy should be created in the undergraduate course in Pedagogy, so that in this way the pedagogue becomes a professional trained and qualified enough to develop a good hospital work. About this importance, we point out, “We want to highlight the importance of the formation of education professionals to work in non-school spaces” (LIBÂNEO; PIMENTA, 2011, p. 35, our translation).

Thus, we must remember that the university is a place of constant learning. When we started our undergraduate formation, we were faced with a diversity of professional possibilities that open up in the performance of the pedagogue. However, during the course we noticed that the initial formation ends up becoming more closed, remembering that each institution of higher education has its specific curriculum. In such a way, using the curricular matrices of the Pedagogy courses, we analyze the syllabus of the disciplines looking for the spaces in which the knowledge of Pedagogy Hospital is or can be contemplated.

In the teaching degree course in Pedagogy at the State University of Ponta Grossa, it was created by Resolution CA no.: 11 June 1961 and recognized by Decree 62,690 of 10 May 1968. The current curriculum matrix was recognized by Decree no. 8413, of 22 September 2010, implemented in 2013. Such matrix has a greater focus in the area of teaching both in Early Childhood Education and in the Early Years of Elementary Education and in Basic Management. We can see that reference is made to Hospital Pedagogy in this institution through only one discipline, entitled Education in non-formal spaces, its menu consists of:

History of non-formal education in Brazil, Latin America and Europe. Theoretical and methodological foundations of non-formal education. The field of action and the demands of non-formal education in Brazil. The role and profile of the Social Educator. Analysis of education in diverse contexts:

NGOs, Hospitals, Institutions for the care of socio-educational measures, Companies, Shelters, Social Projects (UEPG, 2012, our translation)

The subject in question is currently taught in the last year of the course, remembering that it has a workload of 68 hours and for this reason ends up finding objective limits that hinder the in-depth discussion of all topics proposed by the discipline.

It was also found, in the course of studies on the area, records of two extension projects at UEPG that involved Hospital Pedagogy and articles that aimed to present such projects. However, currently no data has been identified on them, which shows that both were terminated in the institution.

The first was called the Hospital Pedagogy Extension Project and was created in mid-1998, and the project's extensionists were only students of Pedagogy. According to Lopes (2014) there is an indication that the project had its activities terminated in 2004, as it is the last record of a report found with PROEX (Dean of Extension and Cultural Affairs).

The second was called the Brilhar Extension Project: Toy Library, Literature and Art in the hospital environment, which started its activities in 2006, and involved teaching degree students in Pedagogy, History and Letters, most of whom were students of Pedagogy.

At the State University of Londrina, the Pedagogy teaching degree course was created in 1960, by State Decree no. 29,916, starting its activities from 1 March 1962. It was recognized by Federal Decree no. 62,170 of 25 January 1968.

We show that Hospital Pedagogy could be included in the discipline of Coordination of School and Non-School Pedagogical work, which is offered in the second year of the course and has a menu based on “approaches and ways of implementing Educational Planning and the Political-Pedagogical Project. Family, school and community relationship. Conceptualization and characterization of education in non-formal spaces. The work of the pedagogue in non-school spaces” (UEL, 2009, our translation).

In the fourth year, the discipline of Coordination of Pedagogical Work in Spaces of Non-Formal Education is made available, its menu consists of: “Organization of pedagogical work in spaces of non-formal education. The relationship between education and political-ideological project in social movements. Perspectives of the pedagogue's performance” (UEL, 2009, our translation).

In the fifth year, the Supervised Internship in Non-Formal Education Management discipline is offered, its menu presents the proposal to develop aspects related to: “Pedagogue's performance in the management of non-formal education. Elaboration, development and evaluation of educational projects” (UEL, 2009, our translation).

Through the analysis of the institution's curricular matrix, it is noticed that the disciplines that refer to the area of Hospital Pedagogy do not specifically bring up this theme in their menu descriptions, addressing it only in a broader way, treating it as a non-school area of field performance pedagogue professional.

The degree course in Pedagogy at UEM, seeks to form qualified professionals to act as teachers in Early Childhood Education, in the Early Years of Elementary Education and in the pedagogical disciplines for teacher formation, as well as supervising educational managers; coordinators; administrators.

In the analysis of its curricular matrix, it is noticed that possibly the area is alluded to through the discipline of Public Policies and Educational Management: Identity of the Pedagogue in School and Non-School Processes, in which its menu points out as an objective: "Analyze the policies and educational management relating them to the education of the pedagogue in and for school and non-school processes in order to support the construction of their identity" (UEM, 2009, our translation).

We also identified a research project on Hospital Pedagogy at the institution, coordinated by Professor Dra. Aparecida Meire Calegari Falco, whose information is not on the course page.

The Pedagogy undergraduate course at UENP aims to the formation of teachers both to work in Early Childhood Education, as well as in the Early Years of Elementary Education and pedagogical managers in the school and non-school areas. It was authorized to operate under Federal Decree no. 47,612, with implementation in 1960. In 1965 it was recognized by Federal Decree no. 57,124.

Although the non-school area is present in the presentation of the course on the official website as one of the possibilities of the pedagogue's performance, through the analysis of the curriculum matrix (UENP, 2016) it was not possible to identify any discipline that makes reference to non-school areas, in special to Hospital Pedagogy.

UNESPAR is a public education institution, formed through the integration of eight state colleges, namely, the College of Arts of Paraná (FAP); State College of Sciences and Letters of Campo Mourão (FECILCAM); State College of Economic Sciences of Apucarana (FECEA); Paranavaí State College of Education, Sciences and Letters (FAFIPA); Paranaguá State College of Philosophy, Sciences and Letters (FAFIPAR); State College of Philosophy, Sciences and Letters of União da Vitória (FAFIUV); Military Police Academy of Guatupê (APMG) and; Paraná School of Music and Fine Arts (EMBAP). The teaching degree course in

Pedagogy is offered at UNESPAR by the colleges: FAFIPA; FAFIPAR; FAFIUUV; FECEA; FECILCAM.

The State University of Paraná - Campus Apucarana, State College of Economic Sciences of Apucarana (FECEA), was created by Decree no. 26,298/59, receiving authorization to operate through Decree 48,376/60. The teaching degree in Pedagogy was created to meet the demand of the community, aiming to fill the lack of professionals in the area and their lack of formation. In view of the analysis of the curricular matrix at UNESPAR - Campus Apucarana (UNESPAR, 2016), it was not possible to identify any discipline that relates to the area of Hospital Pedagogy.

Through the analysis of the curricular matrix of the Campus Campo Mourão (UNESPAR, s/d), we realized that the area of Hospital Pedagogy is not contemplated during the teaching degree in Pedagogy.

At the Paranaguá Campus, in its presentation of the course on the official website, the description of the pedagogue's field of activity presents it as broad and encompassing from teaching (Early Years of Elementary Education, also being able to work in Secondary and Higher Education), acting in several areas such as hospitals, companies, community centers and formation centers, among others. However, despite this presentation the course, the institution does not appear to include the field of Hospital Pedagogy as a field of study (UNESPAR, 2018a).

From the analysis of the curricular matrix at UNESPAR - Campus Paranavaí, only one optional subject was found that alludes to Hospital Pedagogy, this is called Pedagogy Outside the School (UNESPAR, 2018b), but there is no information on its menu publicly by virtual means.

At UNESPAR - Campus União da Vitória, the Pedagogy teaching degree course was authorized to operate, under Opinion no. 562 of 25 November 59, of the National Council of Education. The discipline of Thematic Seminars and Pedagogical Work in Non-School Education is the only one that mentions the Non-School area of education and, therefore, Hospital Pedagogy, however the menu that defines the contents of the discipline is not available for access virtual (UNESPAR, s/d).

UNICENTRO appeared in the 90s with the merger of the College of Philosophy, Sciences and Letters of Guarapuava (FAFIG) and the College of Education, Sciences and Letters of Irati (FECLI). It has three campuses, Santa Cruz and CEDETEG, located in Guarapuava and the Campus of Irati. The Pedagogy course is offered in two of them, the first and the last.

At the Santa Cruz campus we noticed that Hospital Pedagogy is alluded to possibly during the course through the mandatory discipline of Supervised Internship in School and Non-School Management, in which the menu deals with:

Analysis of school management practices in basic education. The process of construction of pedagogical management in non-school spaces and its possibilities of execution. Planning, execution, and evaluation of activities for the articulation of the school PPP. Planning, execution, and evaluation of activities that promote action plans for the school and non-school context. Preparation and execution of Extension Activity, based on the contents of the discipline (UNICENTRO, 2018, our translation).

More specifically, the area of Hospital Pedagogy is mentioned by the optional discipline called Pedagogical Attendance to Schoolchildren in Health Treatment, its menu is based on:

Historical foundation of hospital education in Brazil and worldwide. Theoretical and practical aspects of pedagogical assistance to students in health treatment in hospitals, homes and in rehabilitation homes. Current legislation supporting the right to education for schoolchildren away from school for health treatment. Flexible curriculum, teaching planning, monitoring strategies and evaluation in hospitalized schooling. Pedagogical intervention methodologies and practices in hospital, home and rehabilitation settings. Pedagogical listening and interdisciplinary projects in pedagogical intervention with students in health treatment. The digital portfolio with an evaluation strategy in the pedagogical assistance to students in health treatment. Preparation and execution of Extension Activity, based on the contents of the discipline (UNICENTRO, 2018, our translation).

We can also consider that the discipline of Pedagogy and Social Education deals with aspects related to the area, since it refers to the socio-cultural and socio-educational developments in school and non-school spaces. As your menu presents:

Pedagogy as a science that studies education, a multifaceted object applied to social education. Sociocultural and socio-educational developments in school and non-school spaces. Intervention with theoretical and practical projects in social education. The social educator and Social Pedagogy. Preparation and execution of Extension Activity, based on the contents of the discipline (UNICENTRO, 2018, our translation).

On the Irati campus, it can be noted that Hospital Pedagogy is not addressed through the disciplines offered during the Pedagogy undergraduate course (UNICENTRO, 2012).

The State University of Western Paraná consists of five campuses, being Cascavel, Foz do Iguaçu, Francisco Beltrão, Marshal Cândido Rondon and Toledo. The teaching degree course in Pedagogy is offered by the first three mentioned.

At UNIOESTE - Campus Cascavel, the teaching degree course in pedagogy was implemented in 1972, by means of Municipal Law no. 885/71 and was authorized to operate under Federal Decree no. 70,521/75, being recognized by EEC Opinion no. 71/76, which was renewed by Decree 4,585/16. In Foz do Iguaçu the Pedagogy course was implemented at UNIOESTE in 1999. The current curricular matrix has been gradually implemented since 2017. At the Francisco Beltrão Campus, the course was created based on Opinion CEE no, 254/93 and was implemented in 1994.

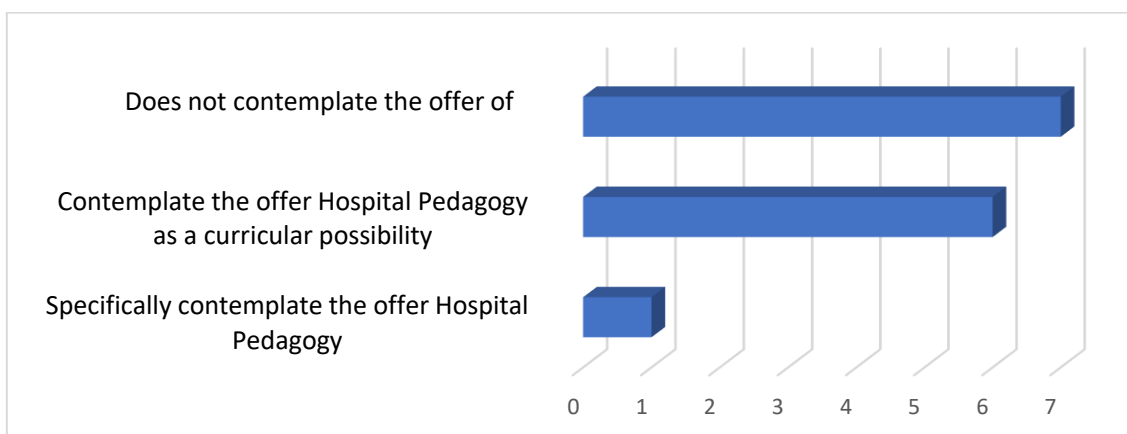
Through the analysis of the curricular matrices of UNIOESTE - Campus Cascavel (UNIOESTE, 2016), Foz do Iguaçu (UNIOESTE, 2018), and Francisco Beltrão (UNIOESTE, 2007), it was not possible to identify any discipline that references the non-school area therefore, Hospital Pedagogy, in none of the institutions during the course in Pedagogy.

Final considerations

14 curricular matrices of undergraduate teaching degree courses in Pedagogy of state public institutions in Paraná were analyzed, namely UEPG, UEL, UEM, UENP, UNESPAR (Campus - Apucarana, Campo Mourão, Paranaguá, Paranavaí and União da Vitória), UNICENTRO (Campus - Santa Cruz and Irati) and UNIOESTE (Campus - Cascavel, Foz do Iguaçu and Francisco Beltrão).

To obtain a more analytical view on how the approached theme is treated in the verified institutions, the data were organized in a graph to represent the number of institutions that make reference to the area of studies in Hospital Pedagogy.

Graph 1 – Offer of Hospital Pedagogy in the disciplines of Pedagogy courses at Paraná State Public Universities



Source: Devised by the authors

In view of the analysis that was carried out, we were able to identify that the curricular matrices of most institutions of higher education address the theme only in a punctual manner throughout the course, inserted as themes in subjects that treat it as a non-school area of pedagogy, being at the discretion of the teacher to address Hospital Pedagogy or not.

Among the matrices, only nine disciplines were found that discuss Hospital Pedagogy indirectly. Only one of these deals more specifically about the area, at the State University of the Midwest - Campus Santa Cruz with the discipline Pedagogical Attendance to Schoolchildren in Health Treatment.

It is worth recalling the writings of Matos and Mugiatti (2008), when the authors highlight the importance of creating a specific qualification in the Pedagogy course that is capable of providing the necessary support so that the educator who comes to work in the hospital, has ability to act in situations that may arise in a practical, coherent and efficient manner.

Considering the discussions held during the development of this work, to answer the research problem that focused on understanding whether the formation offered to professionals has equitably accompanied the growth and development of the professional field. We recognize in this way that this area is not recent as a field of study, remembering what Oliveira (2013) highlights when he brings the information that there were records of educational hospital care in 1600. So, we can say that the area was only little explored and known education professionals. The mapping on the quantification of hospital schools in Brazil to which we obtained access, outlined the progress of the area in Brazil, considering the jump since 1999, the year in which we have the first mapping, until 2016.

We seek to understand how the work of the pedagogue working in this context should be, establishing relationships about the formation of this professional, who according to Libâneo and Pimenta (2011), need to be prepared to exercise the profession in the most diverse fields of education. We can consider that the area is of paramount importance so that the process of teaching and learning can be continued when the student is in a state of hospitalization, thus ensuring that his right is respected.

Through the analysis of the curricular matrices, we could verify that in general the theme is little addressed in the initial formation, which made us identify that the formative field of professionals working in Hospital Pedagogy needs more space at graduation. Corroborating this, Mato and Mugiatti (2008) affirm the need to bring this discussion into the universities, seeking to grant a qualified formation to the professionals in the area.

Finally, we emphasize the need for there to be a more attentive view on the part of universities regarding the formation of these professionals, aiming to provide an adequate preparation for acting in Hospital Pedagogy, the dissemination of the area as a possibility for action and, time, giving social visibility to a right legitimately constituted by patients, but that many are unaware of.

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How to reference this article

WILL, L. C. R.; PACÍFICO, M. The space of hospital pedagogy formation in pedagogy courses at public universities of Paraná. **Temas em Educ. e Saúde**, Araraquara, v. 16, n. 2, p. 527-541, July/Dec. 2020. e-ISSN 2526-3471. ISSN 1517-7947. DOI: <https://doi.org/10.26673/tes.v16i2.13644>

Submitted: 02/05/2020

Required revisions: 16/07/2020

Approved: 05/08/2020

Published: 27/08/2020