

P01-245 - **BESIDES A WAITING ROOM: PLAYROOM AS A DIAGNOSTIC AND THERAPEUTIC RESOURCE BEFORE PSYCHIATRIC CONSULTATION**

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Objectives: To evaluate the diagnostic and therapeutic applications of playrooms implemented in care services of children's health, while waiting for a consultation appointment.

Methods: A playroom was developed in a child psychiatry outpatient service in a University Hospital, where spontaneous approaches, without educational or psycho-specific directing, were conducted by members of a multidisciplinary team of this service. The children had their attitudes and behaviors observed by these professionals during the playful waiting time in the playroom. Therefore, all observations have been used in subsequent discussions with the professional directly responsible for the child's care, in order to enrich and supplement the case's supervision.

Results: In spite of the spread of the playrooms, there are few studies about them, their objectives and key aspects for their creation and maintenance. It not only adds new elements to those given by family, teachers and patients, but also allows a free observation of the latent unspoken aspects that emerge during play and complement or even change the caregiver first impressions.

Conclusion: The experience of a playroom implemented in a child psychiatry outpatient service in a University Hospital agrees with the studies that indicate that through playful-creative activities children can make discoveries their own way, develop relationships and elaborate affective aspects of their psychic space. Rescue strategies in spontaneous play are essential elements for the children's integral development, creativity, learning and socialization. Above all, playrooms also have a therapeutic and diagnostic role in children's care.