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#ESCUTARTE: LISTENING FOR ART WITH TEENAGERS TO WORK LIFE PROJECTS IN CAPS CHILDREN

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Abstract: The present work refers to an experience report on the subject of Supervised Internship in Educational and Social Processes, in the Psychology Course at the University of Fortaleza, held at a Child Psychosocial Care Center, in Fortaleza/Ceará. The objective of #EscutArte was to work with psychological interventions articulating listening to adolescents with art in search of approaching their life projects. The interventions took place from March to June 2021, via remote, with weekly and individual consultations. Therefore, psychological action was possible by offering listening using art, allowing adolescents to narrate about themselves, subjective repositioning in their adolescence processes, free expression of emotions, in addition to working with demands related to their life projects.

Keywords: Psychosocial; CAPSi; Adolescent; Life project; Art.

HOW WE START ...

“Living is better than dreaming”. (Belchior)

This text is an experience report of a supervised internship in which #EscutArte was developed, which refers to a group of listening through art. This experience was developed by students of the Psychology course at the University of Fortaleza – UNIFOR, of the Internship in Educational and Social Processes discipline. The objective of #EscutArte was to work with psychological interventions articulating listening to adolescents with art in search of approaching their life projects.

Throughout our writing about teenagers and life projects, we made connections with the song ‘Como our parents’, by Belchior. This song appeared at the time of the dictatorship and poetically addresses the conflicts of generations.

Adolescence is a period of separation from parents, of constitution of subjectivity and of

elaboration of losses such as: the childhood body, childhood games and, on the other hand, of gains and possibilities of sustaining desire. When Belchior sings that: “To live is better than to dream”, he advises us to experience reality, to take responsibility and carry out projects. According to the singer, the song is a criticism of the inertia of youth, who settled down when they must not stop questioning the things and facts that happen in the world (FERNANDES, 2022).

Nothing is set, everything is in flux, under construction, in the artisanal process of becoming and the song encourages us to seek what is rightfully ours. And what would that be? Authorship, writing one’s own history, protagonism, choosing and creating new modes of existence. Are repeating and yielding to the patterns of the previous generation not symptom-forming agents? #EscutArte provided opportunities for reflection like this, raising awareness and notes of rebellion, after all, everything to do is political.

The Psychosocial Care Center - CAPS is one of the most successful experiences of the Brazilian Health Reform, in relation to alternative services regarding the asylum model. It is part of an articulated national network, in accordance with the guidelines of the Mental Health Policy, as a substitute service for the hospital-centered model, with the expanded and comprehensive clinic as its main tool.

The CAPS, assuming a strategic role in the organization of the community care network, will direct the local policies and programs of Mental Health: developing therapeutic and community projects, dispensing medicines, referring and accompanying users who live in therapeutic residences, advising and being a rearguard for the work of Community Health Agents and Family Health Teams in home care. (MINISTRY OF HEALTH, 2004, p.12)

Based on the principles and guidelines of the Unified Health System – SUS, currently regulated by Ordinance No. 336/GM, of February 19, 2002, it represents one of the main strategies of the SUS service network. The CAPS Infantil, field of our internship, is a community unit of secondary level outpatient consultation that assists children and adolescents with moderate, severe and persistent mental disorders. For example, people with autism, psychoses, severe neuroses, or those who use psychoactive substances, and who, due to their psychic condition, are unable to maintain or establish social bonds. About adolescence, Calligaris (2000) guides that the adolescent

(...) he lives a paradox: he is frustrated by the imposed moratorium, and, at the same time, the social idealization of adolescence orders him to be happy. If adolescence is an ideal for everyone, he can only have the delicacy to be happy or, at the very least, to make a loud impression. (...) Thus, adolescence is not just an ill-justified moratorium that contradicts crucial values such as the ideal of autonomy and deprives adolescents of recognition and independence. It is also a time of transition, the duration of which is mysterious (p. 18).

Therefore, the adolescent is a unique subject, with his own life experience, his existential questions and suffering, depending on his culture. It is from this dimension that the construction of life projects was approached with CAPSi users who participated in the #EscutArte activities carried out during the internship. There were several themes that emerged during the meetings, such as: friends, religions, hobbies, studies, family, future profession, among others.

HOW WE FOLLOW...

Based on a qualitative and descriptive research approach, we wrote this experience report, which took place between March and

June 2021 in the city of Fortaleza/Ceará, in a Child Psychosocial Care Center - CAPSi, with activities developed weekly, under the supervision of the teacher/psychologist/supervisor.

Qualitative research is a method that seeks to understand a reality, the meanings and particularities of the investigated phenomena (MINAYO, 2001). The experience report strives to describe the reality, as well as the actions taken in the face of such phenomena, relating to recognized theories (GROLLMUS; TARRÉS, 2015).

Individual consultations were addressed to adolescents between 11 and 17 years old, with mild and moderate symptoms in relation to their psychopathological condition. After analyzing the medical records, the parents and adolescents were then contacted. The only condition required was that they could make individual calls remotely, due to the pandemic.

The meetings were transcribed and attached to a common online file with the teacher/psychologist, in addition to the evolution of the CAPSi multiprofessional electronic medical record. Clinical vignettes of the consultations are presented here, from a psychosocial perspective, to relate to themes of the adolescents' life projects, which include their families, social issues and art. It is worth mentioning that the names used are fictitious, preserving the anonymity of the patients.

Due to the pandemic moment produced by Sars-Cov-2, calls took place virtually, by the Google Meet app. Online performance is supported by the Federal Council of Psychology - CFP, with the new Resolution 04/2020 (CFP, 2020), which guides the provision of online psychological services.

The consultations were based on the method of conversation based on free association, which is related to a way of

speaking freely, without censorship and obstacles (CARVALHO; HONDA, 2017).

Artistic resources were used as a means of expression for patients, focusing on the production of health in their lives, a way in which they could express their feelings, their emotions through music, cinema, drawings, photographs and games.

HOW WE HARVEST ...

At first, the diagnosis of the medical record helped as a starting point, but the conduct of the meetings was guided by the account of the person in charge and, more specifically, the adolescent patient himself. Then,

The importance of talking directly to the child, no matter how small, must not be overlooked, as they always have something to say. This attitude of listening on the part of an interested adult can be decisive for their ability to say what they feel and to overcome impasses. The child must be understood in his situation as a subject, who can talk about himself and his suffering. (MINISTRY OF HEALTH, 2013, p.10).

With a focus on welcoming and establishing a bond, social, psychological and biological aspects were considered, as well as knowledge of the life context of patients and their families. Understanding adolescents in an integral way, understanding their life history, symptoms and their potential, facilitating subjective rectification, which, from the perspective of Lacanian psychoanalysis, refers to the repositioning that the patient can make in the face of suffering and life. It can occur during preliminary interviews that are carried out both in the office and in institutions, characterizing a work with an analytical effect on the patient (MORETTO, 2013) that can promote the modification of the subject's relationship with the real, with his illness and his anguish, allowing the subjective involvement of the patient with

their complaints in their process of living and illness.

For this purpose, #EscutArte contributed to this clinical-institutional perspective, seeking to promote the potential of patients and their families.

FAMILY

"Are we still the same? Or we live like our parents?" (BELCHIOR)

"How strong a person is when they are sure of being loved". (FREUD, 1882/1982)

Clara, a talented and very intelligent 15-year-old girl, looking for an improvement, started from the age of 10 to receive various diagnoses, such as mild schizophrenia, childhood autism and, finally, antisocial personality disorder. During our meetings, some of the emotional symptoms identified were: anxiety, fear, insecurity, melancholy, self-deprecating feelings, sleep disorders, among others. This situation affected the routine of the teenager and her family, in terms of asking for psychological and psychiatric help, because, according to them, she lived more and more in their world; her mother raised the possibility that her daughter was autistic.

We developed several activities with songs, literature, short films, self-description exercises, which exercise decision-making and choices, in addition to activities such as 'Puxa Conversa' and 'Complete a Sentence' that covered the most varied themes, such as: family, desires and frustrations.

The experience as a whole was poetic and affective. Between said and unsaid, the following question emerges: "Are we still the same? Or do we live like our parents?", as Belchior asks in his song.

Parents deposit their dreams and projects in their children, in which they develop within this context, often listening to directions that do not correspond to their

desires (ALMEIDA; PINHO, 2008). And how to decipher and sustain these desires?

Among the nine meetings with Clara and the two with her mother, the evolution in the adolescent's condition was noticeable. Clara managed to overcome her resistance. On her own initiative, she turned on the camera in the virtual room, was determined and hopeful about the future. As well as by the mother's report at the closing meeting, that she was satisfied with the teenager's changes, perceiving greater openness to dialogue. The affective investment is transformative in the adolescent's psychic structuring, because "the speech is for the subject the treasure of signifiers, a place from which he extracts the meanings for their inscription in the symbolic universe" (VITORELLO, 2011, p. 8).

SOCIAL

"Beware my darling: there is danger around the corner". (BELCHIOR)

João is 14 years old and sought the CAPSi service accompanied by his mother, with a referral from the Guardianship Council for evaluation with the psychiatrist. The mother reported that the child is restless, with learning difficulties, and aggressive behavior at school. It was reported that the father passed away when he was still a child and that the pregnancy was unplanned. In addition, it was said that since the age of three, when he started his studies at school, he was crying and aggressive towards his classmates, with difficulty obeying rules.

The first session was held with the mother in the online modality. She said he has a learning disability, being diagnosed with Attention Deficit Hyperactivity Disorder. – TDAH. He mentioned that he has moments of anger, emitting aggressive behavior towards people and that he spent a lot of time on the streets, sometimes at night. He said

that he was easily stressed and that he had already committed physical aggression with her and with some schoolmates.

Kaplan, Sadock and Grebb (1997) argue about the relationship between aggression and interpersonal events, considering that environmental conflicts can trigger the occurrence of aggressive behavior. Many adolescents end up developing impulsiveness in the face of life, and act through a psychic fragility, demonstrating the subject's difficulties in dealing with frustrations, emotions and a low threshold of self-control.

To paraphrase Belchior: On the wall of memory, this memory is what hurts the most. The production of malaise, abandonment, rejection and violence in adolescents is often associated with aggression and violence (GURSKI, 2017). Hence the importance of building safe spaces so that adolescents can release their voices and circulate the word, in order to try to symbolize the anguish and other demands that arise in this age group (LOPES; MARTINS; TEIXEIRA, 2021).

In the consultations with João, we seek through artistic resources to establish a bond, aiming to present the psychological space as a safe, welcoming and listening place, promoting moments of talking about themselves and their internal conflicts to glimpse the potential of life in their relationships. The artistic productions brush and border the pains; traumatic events make it possible to give meaning and name to the nameless. We work with films, photographs and characters, short film, paintings and riddles.

He was shy at times, and at other times he was more available to talk about himself and participate in consultations based on the free expression favored by artistic resources. Art is powerful and offers the possibility of construction and deconstruction, in addition to the elaboration of affections from

everyday experiences (LOPES; MARTINS; TEIXEIRA, 2021).

In a given session, he was asked to talk about the activities he liked to do. He reported that he liked to go out with his friends, get tattoos and walk on the street, and that he was currently attending the activities of a circus near his home.

In the dynamics of choosing songs, he claimed that “Em Busca da Meta”, by Mc Cabelinho, was his favorite song. This way, interventions were carried out based on the lyrics he highlighted: “Residents want peace, they can’t stand war anymore. Since I was little, I’ve been a loose animal, we’re here for each other and I’m proud to be from the favela”. João mentioned identifying with the lyrics and being interested in having a different life, building life projects, leaving home and no longer living in the community that lives marked by violence.

In all consultations, João reported about his psychosocial reality, talking about his experience in the community, commenting on “the life of crime”. When he reported about this, he made reference to the Youtuber who has a channel addressing the escape speech from this experience of crime. This way, it was discussed with João how he could not remain in this reality and seek new narratives and attitudes. He reported feeling sad and wishing that his context was different, in addition to commenting on the anger he feels at life that brings him powerlessness.

Thus, reflections can be made from the adolescent’s discourse on the reality in which he is inserted, exposed to situations of social vulnerability and spaces of violence. In view of the above, it is possible to identify that this exposure favors him to feel incapable of carrying out his life projects, adopting aggressive behavior in his relationships with people and with the world.

If youth concentrates a significant part of the physical violence and criminal dynamics currently experienced by society as a whole, the balance of this logic is predictable and known: more and more young men and women in the country find themselves associated too – and above all – to violence and exposed, therefore, to public distrust. Public debate about governmental and social policies and initiatives that must benefit them is reduced to their security aspects. (ROSA; VICENTIN, 2010, 114).

The consultations sought to promote the possibility of João expressing his emotions, allowing the elaboration of his affections and favoring psychosocial support, working on themes related to mental health and social stigmas experienced in the context of his life story. It is important to emphasize that the use of art was fundamental for the construction of narratives, identifying how the teenager connects with the world, in addition to finding out how he channels his psychosocial conflicts.

ART

“I want him tell how i lived and it all what happened with me”. (BELCHIOR)

Djanira is 15 years old and attended the CAPSi service accompanied by her grandmother, her guardian, who complained of impulsiveness, self-injurious behavior and agitation. When she arrived at the service, she referred episodes of self-mutilation and withdrawn behavior, experiencing difficulties in coexistence and bullying at school. In the grandmother’s report, the granddaughter appears to be away from the family, spending a lot of time isolated, has relationship problems with her father and mother, and was using psychiatric medications, however, she had abandoned the treatment on her own.

In the consultations, Djanira was interested and engaged in the sessions, although she showed difficulties in talking about herself

and her life projects. She reported feeling sad and having self-deprecating feelings. She commented that she felt difficulties in learning and following school activities, and that due to the adoption of the remote format for school classes, she was unable to participate in them. Djanira said that she liked to isolate herself, spending a lot of time alone, lying down and listening to music, in addition to not expressing interest in going out with friends. She revealed to have a different sexual orientation, having as a life project to perform the sexual readjustment surgery.

According to Lima et al. (2013), there is a relationship between creativity and subjectivity, considering that in artistic expressions and identifications the subject reveals himself, claiming the importance of art in the elaboration of psychic conflicts. In addition, it can mean an important strategy for adolescents to deal with their current difficulties, creating possibilities for expressions, experiencing necessary changes between themselves and the world. In this perspective, we sought to know what were the artistic activities developed by her and what was her contact with the symbolic world.

Then, we approach your preferences for music, movies, characters and series, in order to know Djanira's identifications and access her interests. She reported enjoying watching anime a lot, bringing the characters and her perceptions about them. From that, she commented that she liked to draw, being a fundamental activity in her routine. Then, the shortgram, the coping card, conversation starters, moments of drawings and creative writing based on emotions were carried out with her.

During the execution of the activities, Djanira showed insecurity to talk about herself, however, she seemed to express her feelings in the face of her current context. She claimed to feel angry and have a

constant fear of making mistakes, which was impacting her interest in continuing to draw, as she considered her drawings far from her expectations.

He reported feeling angry and lacking dreams for his life, not seeing as many opportunities for himself. She said she wanted to be different, feeling inappropriate in front of people, struggling to accept herself and her body, even avoiding looking at herself in the mirror.

In one of the sessions, Djanira was invited to draw whatever she wanted. At that moment, she said that she did not want to show the drawing, as she felt ashamed, so she drew and did not present her creation to them. When reporting what she had drawn, she said it was a man who was very tired, with a scruffy beard, messy hair and clumsy attire. Then, she reported feeling tired, constantly feeling weak and lacking energy to do activities, in addition to being mentally tired. Constructions were carried out with her about this fatigue, allowing her to reflect on it and allow herself to think about new possibilities in this context.

In another service, in carrying out the activity with 'start-up', Djanira was invited to answer some questions. She said that she would like to change her family's financial situation and her emotions, as she constantly feels sadness, shame and anger for not being able to carry out her life projects, because opportunities are unequal for young people. Then she claimed that she is irritated by people's prejudices and doesn't like noise, especially when people yell at her at home.

In a consultation with the family, the grandmother questioned her granddaughter's diagnosis, commenting that she finds it difficult to deal with her emotions. During the service, it was possible to perceive the symbolic place that Djanira occupies in the family, being recognized as a young woman

who has problems and generates conflicts, in addition to being framed as a sick person. Such considerations were important to assist in the construction of new interventions with the patient to produce health and potential in the adolescent's family relationships.

Regarding her life projects, Djanira reported the difficulty in knowing what she will do in the future, as she claims not to perceive qualities or potentialities, only identifying her mistakes and her limitations. However, she reported that the modification of her sex is a project she looks forward to in the future and that the space of the sessions is essential to achieve this goal. It was reflected with Djanira how she can continue to take care of her mental health and how she can overcome her difficulties in relation to self-depreciation.

Finally, she commented that the consultations had been relevant in her construction as a person, and that she was interested in continuing to receive care, as having psychological support had helped her in some areas of her life. Then, she added that she felt that she could not give up doing activities that she found to be pleasurable, for example, drawing, and that she was better coping with her self-demands.

HOW WE FINISHED...

Due to the pandemic period, the practice of these calls was challenging. There was a confrontation of fears and uncertainties. We were faced with a new type of service for which we had to learn new technological resources.

There were many lessons learned: the experience left memories that will be kept with great affection and with clear proof that psychology can be practiced in any social place and with anyone, as long as there is a desire to offer listening.

It was possible to feel, in practice, how the passage through adolescence is in fact a symbolic change and how important it is to have psychological support to help adolescents build their path, involving them in their choices. This provided us with experiences that strengthen the desire for the profession.

In this experience, we had an approach to the role of psychology in public health with its limits and scope. Regarding the possibilities, it was seen that many psychosocial care actions can be performed, being able to perform individual and group follow-ups, in addition to having an interdisciplinary team. The use of artistic resources was also recognized as an important psychosocial intervention strategy.

This way, the art was seen as a tool for action, allowing access to the patient's favorable narratives, enabling oneself to use the narrative favoring the construction of a work bond projects, favoring the construction of aspects about patients and life. Art brought a sphere of lightness to the care, also creating possibilities to deepen personal and painful themes experienced by adolescents to tread new health productions in their lives.

This experience, therefore, contributed to the CAPSi service and to the interdisciplinary team, especially in the period of the COVID-19 Pandemic, as the service needed professionals in the face of the great demand of patients who wanted to take care of mental health, in addition to bringing contributions significant for adolescents and their families.

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