

RECREATIONAL WORKSHOP TO REDUCE ANXIETY IN CHILDREN WITH VASCULAR ACCESS

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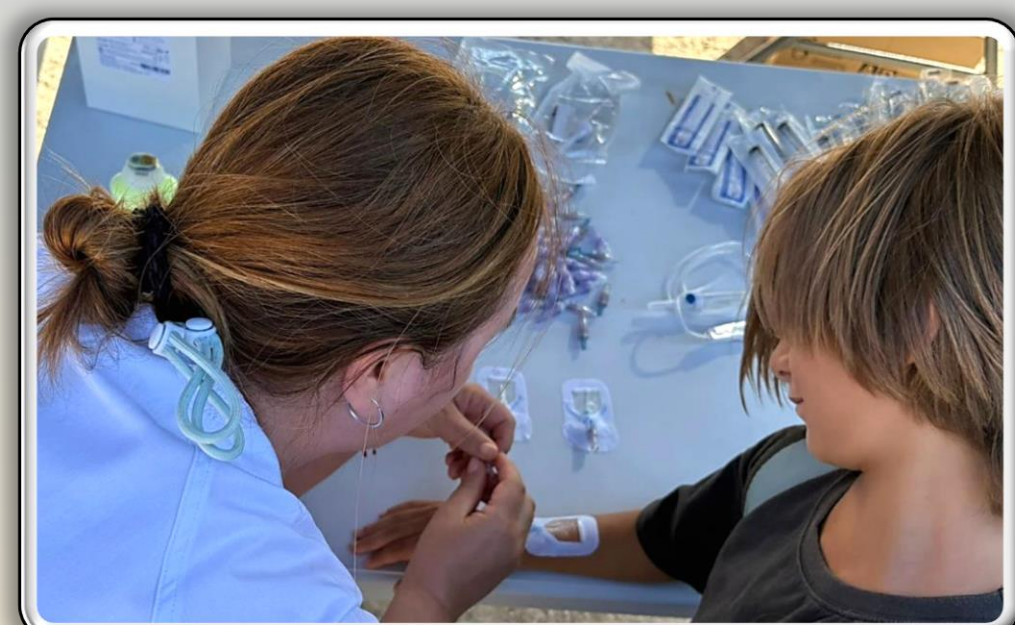
INTRODUCTION:

The use of central venous catheters (CVCs) often generates fear and anxiety in hospitalised children, making care procedures more difficult.

To address this challenge, the research group created an educational and playful approach that uses characters and metaphors —such as “Super Cat,” the “Magic Tube,” and the “Secret Seal”— to help children understand CVCs as supportive tools for their health.



In this environment, children embark on an educational journey in which curiosity, creativity and active participation take the lead.



This project aims to implement the methodology in the standard hospital setting and evaluate its effect on reducing anxiety in paediatric patients.

METHODS:

A quasi-experimental study will be conducted with pre- and post-intervention measurements.

The sample includes children aged 8–12 hospitalised in oncology, surgery, or internal medicine units who have a CVC.

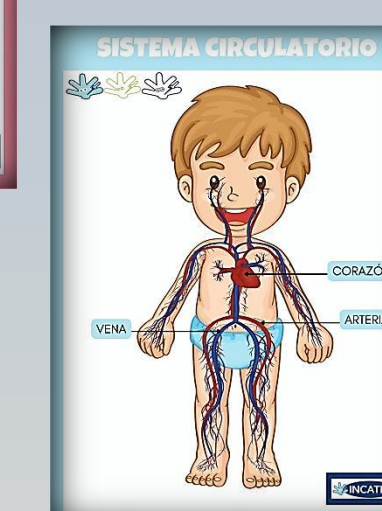
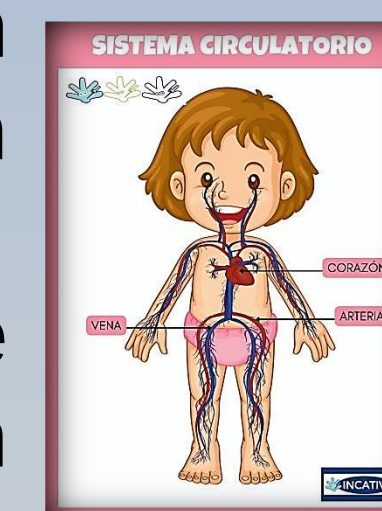
Variables and Instruments:

- **The independent variable** is participation in the workshop.
- **The primary dependent variable** is anxiety, assessed using self-report scales before the intervention and 24 hours afterward.
- **Secondary dependent variables** include children’s knowledge and positive perception of their CVC, measured through dynamic activities and questionnaires based on the “Magic Tube” and “Secret Seal” concepts.

INTERVENTION:

The workshop consists of three nurse-led sessions:

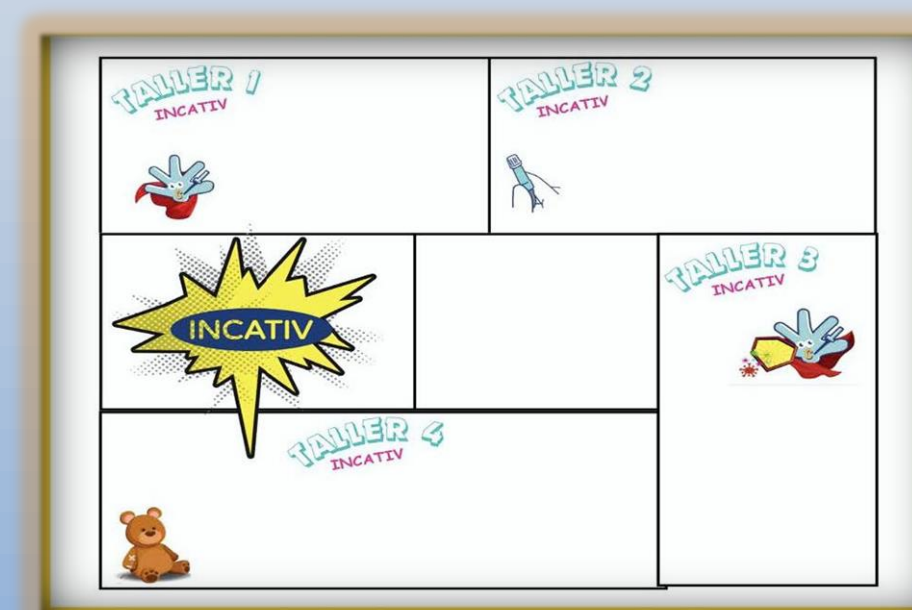
1. Call of the Superheroes: The children taking part are welcomed to the “Health Superheroes Academy”. There, through play, they discover the importance of veins as the human body’s “secret highways” and learn how nurses and healthcare professionals use them to look after people’s health, drawing on technologies such as infrared and ultrasound.



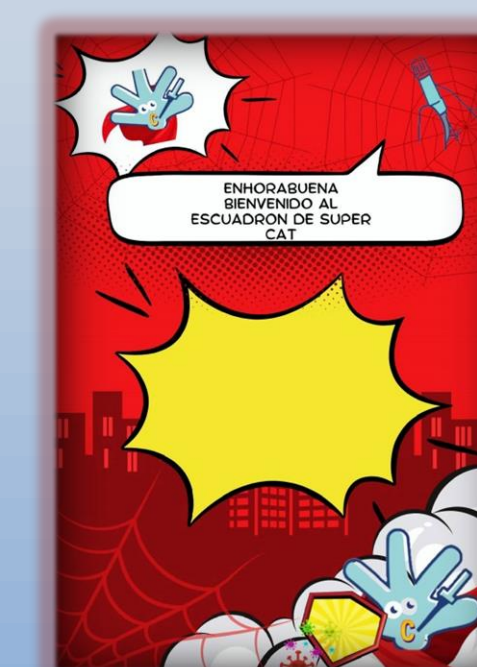
2. Super Tools: An introduction to the various components of an CVC set —catheter, needle-free connector, saline bag and dressing— using accessible and engaging metaphors such as the “Magic Tube”, the “Secret Seal” and the “Protective Shield”. An educational way of teaching children about the role of each component in the care and healing process.



3. Design your Protective Shield: A creative activity in which children are encouraged to design their own decorative dress with their superhero emblem. Through this artistic activity, creativity is fostered, and the importance of protection and hygiene as fundamental values in healthcare is reinforced.



At the end of the workshop, participants put what they have learnt to the test through an activity involving the materials classification and each child receives a superhero card and diploma.



EXPECTED RESULTS:

It is anticipated that the playful-educational intervention:

- ✓ Will significantly reduce children’s anxiety after its application.
- ✓ Increase their knowledge and understanding about the device.
- ✓ And improve their perception of the CVC as a helpful tool for recovery.



CONCLUSIONS:



About the expected clinical implications, if effective, the playful workshop model could be positioned as a valuable component and incorporated into routine nursing care in paediatric units.

This would strengthen health education and support the development of nursing research in the management of vascular access in children.

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