

Analysis of Teaching Strategies and Perception of Nursing Scholars at Risk Communication to Workers in Situations of Social and Economic Risk

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ABSTRACT

Unfortunately, the aging of the population and the increase in the incidence of Chronic Non-communicable Diseases (NCDs) are challenges that affect the whole of Brazil. And these besides to adversely affect the economically active population and mainly affect the health of the worker. Aware of this reality, the students of the fourth period of the discipline of Health Education, of the Nursing course and a student master of the course of Integral Attention to Health, in the year 2017, of UNICRUZ, carried out the extension project "Women's Health Project", Aiming to present activities that encouraged the interest of the participants in health care and prevent chronic non-communicable diseases. For the methodological

execution of the project, it was used the Retrospective Survey, with a report and discussion of the activities carried out. The project took place in the dependencies of the Profession Project "Profissão Catador", in the city of Cruz Alta, RS, with the participation of approximately 12 women, aged 30-60 years. It is believed that Health Education along with the University and Community connection can be a positive strategy to reach those who do not have access to important information on prevention and health.

Keywords: Health Education. Extension. Chronic Non-Communicable Diseases. Nursing Education

1. INTRODUCTION

Health Education is presented as an interdisciplinary field of theory and practice, committed to the implementation and evaluation of educational processes aimed at promoting autonomy, participation and ethical, co-responsible and safe posture of individuals and communities in the face of it. of their health and environmental issues (SCHALL; STRUCHINER, 1999; REIS, 2006). For Silva (2006), before any discussion on promoting health through health education, it should be understood that it is necessary to understand the health-disease process as a result of certain social experience and diverse influences as factors linked to health. education such as culture, intellectuality, education and also linked to the environment such as sanitation, access to transportation, housing, drinking water and, finally, the economic aspect (RONCHI *et al.*, 2018).

The origins and concepts of health promotion began with the advent of health education in the early twentieth century. From the observation of the change in the rates of illness resulting from educational practices performed by "hygienists" of the time (ENRIA; STAFOLANI, 2010). According to Ferreira and collaborators (2014), health education actions establish a set of knowledge and practices aimed at disease prevention and health promotion, being an important tool in the process of individual and collective awareness of responsibility and health rights. Health promotion is a strategy that provides visibility to risk factors and health problems of the population, focusing on the care of the individual (collective and environment) and developing mechanisms that reduce situations of vulnerability (BUSS, 2000; HORN *et al.*, 2017).

Health Education can be considered a method where the scientific knowledge produced in the health field, intermediated by health professionals, favors the comprehension of the reality in the health and environment area and helps the population to organize themselves to modify it, in order to broaden the exercise of autonomy and social control (FLISCH *et al.*, 2014). Thus, it is observed that education has undeniable importance for health promotion, being used as a vehicle for transforming individual practices and behaviors, and in the development of the user's autonomy and quality of life (LOPES; SARAIVA; XIMENES, 2010).

Thus, Badziak and Moura (2010) state that health refers to a state resulting from the influence of social, economic and cultural factors, as well as factors such as food and work. In addition, Badziak and Moura (2010) mention that several other elements can generate disparities between individual and collective living standards. In this perspective, when associated with the context of Public Health, it is necessary to properly approach individuals and communities about the occurrence, identification and

mitigation of non-communicable chronic diseases (NCDs) regarding their complications, health problems that cause variables that from disability to death. Thus, it is observed that, currently, there is a growing leadership of NCDs in the causes of death in Brazil, exceeding the mortality rates due to infectious and parasitic diseases (BUSS, 2000; REIS, 2006; BADZIAK; MOURA, 2010; FLISCH et al., 2014).

Non-communicable Diseases can be developed over the years and often cause damage to the individual's quality of life (FLISCH et al., 2014). Diabetes, high blood pressure, neoplasms and heart failure are some examples of Chronic Non-communicable Diseases (CNCD). Its occurrence is believed to be related to a complex set of interacting factors. Although genetic factors are of fundamental importance in the manifestation of NCDs in individuals, it has also been observed that behavioral factors such as diet, physical inactivity, chemical dependence such as tobacco and alcohol use have been pointed as the main triggering factors of nosological processes. related to these diseases (MACIEL, 2008; SILVA *et al.*, 2019).

At the same time, the University's social role in assisting not only academic development, but also meeting the needs of the community, is based, among others, on the Institutional Development Plan - PDI. The 2013/2017 PDI, from the University of Cruz Alta - UNICRUZ, directs its actions considering the commitment to the University project after 2005, as pointed out by educator Paulo Freire (2004). The Academy is walking and (re) making its way to this Community University, whose vitality has been proven throughout the journey (UNICRUZ, 2017).

Similarly, the importance of the Pedagogical Political Project of the Nursing Course (PPP) (2017) is also perceived, aiming to train a qualified nursing professional with generalist and humanistic training, with a critical-reflexive, creative and ethical profile, capable of providing assistance to the individual, family and community in health promotion, disease prevention and health rehabilitation situations. For this, it requires specific knowledge and skills for quality health care, through classes, internships, postgraduate studies and extension projects, such as the Profession Picker Project, which also carries out health actions, especially with regard to health. the health of workers in this area (PPP, 2017). The Project Profession Waste Picker, received the Women's Health Project, prepared by the students of the 4th. night course of the Nursing course and duly guided by the teacher of the discipline Health Education. Therefore, the path is long and full of opportunities, educating is a beautiful mission and learning one of the most beautiful gifts of life. But we must realize that educating is not limited to passing on information or showing only one way, but is to help the person become aware of himself, others and society (NAZAR, 2016; HORN *et al.*, 2017; SILVA *et al.*, 2019). In this sense, the objective of this study concerns the evaluation of the pedagogical strategies and actions involved in the formation of future nurse professionals regarding their perception of the assimilation of strategies for proper risk communication to a group of low literacy individuals.

2. METHODOLOGICAL PROCEDURES

The organization of waste pickers in the municipality of Cruz Alta began in 2005, from this organization came the formalization of the first association of waste pickers of this municipality, which received and has received support from the University of Cruz Alta -UNICRUZ. This association was later supported by the government, which until now has made available a building, located in the central region

of the city for the storage, sorting and commercialization of the collected material and the Selective Collection (ROCHA et.al., 2015).

This work is exploratory in nature and involved a qualitative approach research with a descriptive cross-sectional study of information obtained through bibliographic survey and other sources of information related to health education. The research activity reported is part of the Health Education discipline of the Nursing Course of the University of Cruz Alta, RS, which was proposed to students of the 4th night period.

The academic activities and data collection were conducted at the headquarters of the Project Profession Pickers. The study population consisted of women, members of this project, aged between 30 and 60 years. The proposed activities were carried out from April to June 2017, with the participation of 12 women waste pickers.

The lecturer divided the students into groups, which were responsible for developing a playful way to expose health and disease prevention issues to various audiences, of varying ages, inside and outside the university environment. The group directed to the Project Profession Waste Picker elaborated the project "Women's Health", integrating Nursing students and student of the Master in Comprehensive Health. , Diabetes, Hypertension and Depression, through nursing and nutrition orientation, prioritizing the praxis of the inseparability of teaching-research and extension.

In order to substantiate the practice, it is necessary to use several items as a source of study and reflection, starting with the bibliographical research on teaching knowledge, followed by the documentary analysis of the Institutional Pedagogical Political Project (PPPI), and the Plan. Institutional Development (PDI), as well as the Pedagogical Political Project (PPP) of the course, in which the master's student developed her teaching practice in higher education..

As a strategy for learning, the students previously elaborated didactic and playful material, with subjects related to healthy eating in menopause, in the fight against breast cancer, in the control of depression, performed during the meetings, which were named 1) Food and Disease Prevention; 2) Menopausal Nutrition; 3) Food and Depression, Nutrition and 4) Breast Cancer. These strategies, described below, were intended to clarify and guide participating women that prevention is the best way to a better life.

2.1. Food and Disease Prevention

In this activity the students, in a simple way, presented some of the most common CNCDS and also about the so-called functional foods, which bring benefits to the human immune system. They talked about the impact of these diseases on social life and the importance of body and soul care, presenting a motivational video about the essence of each one.

2.2. Menopause Nutrition

Developed at the second meeting, it discussed the use of functional foods that alleviate the symptoms of menopause. The dynamics performed were the collage of healthy and unhealthy food figures on the back of the participants, so that with some tips, they could guess the food they carried with them. As they were

guessed, the food was glued to the board so that in the end everyone could see it as a whole. And from there, start a conversation about healthy eating, and what functional foods help or not to relieve the symptoms of menopause. Following are some explanatory slides on Menopause to clarify some doubts about symptoms, care, etc. Women were encouraged to participate in classroom activity through personal questions and examples.

2.3. Food and Depression

It was discussed at the third meeting. Slides were presented on the causes, symptoms, functional foods that help control and those that worsen the symptoms of the disease. Participants were invited to express their concerns about the use of antidepressants, the prejudice against people with the disorder at work, social life, and self-prejudice when receiving the diagnosis. The participants were also given nutritional advice regarding foods that improve mood, disincentive, cheer up and those that aggravate the symptoms of this condition.

2.4. Nutrition and Breast Cancer

First, participants were presented with silicone prostheses so that they could touch, feel the lumps. Much has been said on this day about processed foods and their triggering power for various cancers, not just breast cancer. It also addressed the awareness of self-care that each woman needs to have with herself. Participants were also instructed to look for the Basic Health Units (BHU) for the clinical breast exam, preventive examination and eventual consultations with specialists, as well as information about the health rights guaranteed by the Brazilian Constitution.

2.5. Finalization and Evaluation

The meeting was to get together, get feedback from the participants, listen to them, and also for the self-assessment of the group.

3. RESULTS AND DISCUSSION

3.1. Student tracking and risk communication

In all, there were five meetings where students, under the supervision of the teacher responsible for the subject and the student in higher education teaching, linked to the Postgraduate Program in Integral Health Care (PPGAIS) developed the project “ Women's Health ”interactively. Figure 1 presents the photographic records of these meetings for guidance in health education regarding the perception and control of NCDs.

The world is changing fast. With the new demands of the modern world, we cannot predict the profile of the professional of the future. The most important transformations in the history of civilization came through a creative process, but ironically most people were not taught to be creative (LONGATO, 2013). And we can extend this statement to school education, where for many decades creativity has been hampered, leaving gaps in this precious learning process, as creativity and learning go hand in hand, everyone can reach them and are directly linked to school success.



Figure 1. Graphical representation of the five meetings that took place within the scope of the higher education teaching stage, for guidance on the prevention and minimization of NCDs.

The objectives of the discipline Health Education are to (re) integrate society and students and vice versa, contextualize the student to the reality of those who depend or will depend on their care. Farias et al., (2013), participated in an Extension Project in Health Education, aimed at women, in Rio de Janeiro, whose activities sought to offer professional initiation to a group of women with social vulnerability.

3.2. Group dynamics between nursing professionals and academics in communicating risks to the community

In the first meeting, the exhibition of a motivational film, made the group relaxed, and then came the manifestation that they had enjoyed very much. The didactic slides, presented at the meetings, sought to list, in a simple and easy to understand, the subjects addressed that day. The use of technologies such as data show in the classroom help teachers, providing opportunities, socializing information, and the good use of this tool as a didactic resource enables new horizons for the teaching-learning process (OLIVEIRA and RUBIN FILHO, 2013).

From birth we learn the rules of life by playing: we learn to sing, eat, walk... such experiences become a source of learning and stimulation for other pursuits of knowledge. In most of the meetings games were proposed in order to insert the participants to the subjects presented. When this happened, as in the third meeting, the conversation flowed very satisfactorily. Ribas et al. (2013) state that playing is part of the learning process of every human being, beginning in childhood and may extend to some moments of adulthood. It is interesting to note that, regardless of age, playfulness can be interposed as a link between the object of knowledge and learning, enabling a more solid and permanent knowledge to the learner. Therefore, playing in the classroom is extremely relevant to the acquisition of learning. And in the context of learning, along with the recreational activities, the nutritional orientations were inserted in the meetings,

given that chronic noncommunicable diseases, including obesity, affect a large number of people in Brazil and worldwide. In Nutrition and Breast Cancer, much has been said about processed foods and their triggering power for various cancers, not just breast cancer. The theme of cancer is still a subject that carries a culture of fear and curiosity in unveiling risk factors in order to avoid the acquisition of this disease.

Nutritional education is necessary to support the patient's treatment, seeking the modification and consolidation of appropriate eating behaviors (BOOG, 1997; PHILIPPI, 1992), taking into account the dynamic interaction of factors that affect such behaviors. Following this statement, PHILIPPI (1992), points out that nutritional education, by reinforcing or giving new nutritional information to the patient, becomes a dynamic process in changing eating habits. For BOOG (1997), the educator aims, the independence of the student, with regard to proper nutrition. This independence is achieved through the addition and strengthening of their knowledge, offering conditions of choice and criticism.

Unfortunately, few people have access to university education, which makes university extension a way of exchanging experience and living reality. Mendonça and Silva (2002), state that one of the main social functions of the University is to contribute in the search for solutions to the serious social problems of the population, formulating participatory and emancipatory public policies. Thus, it is observed that the university extension enables the formation of the professional citizen and is increasingly accredited to society as a privileged space for the production of significant knowledge to overcome existing social inequalities (SCHEIDEMANTEL, 2004). For all these aspects, it is worth remembering the thought of Paulo Freire (2004): "*... teaching is not to transfer knowledge, but to create the possibilities for its own production or its construction. The professional must have a globalizing and critical view on the health needs of the clientele; and above all to be involved with the subject, groups and community*".

At the fraternization meeting, it was observed how information, the exchange of experiences can be useful, how the University and the academic community can be inserted, and interact positively and significantly in the reality of the external community. The clarity that extension projects such as the one that has been executed can teach and learn, benefiting both students and the target population, which in this case, with low education (RONCHI *et al.*, 2018).

5. CONCLUSION

The members of the Women's Health Project realized how important it is to develop extension projects for the community. The exchange of experience between academics and the community fosters reciprocity, facilitates the understanding of the reality of those involved in these programs and also enables the integration between teachers, students, communities, companies and professionals, as well as the performance of the University's social role in the community..

In this context, it was possible to notice that the subjects approached during the meetings, the nutritional and nursing orientations facilitated the participants' understanding regarding health care, in order to prevent or even avoid further aggravation caused by NCDs..

In general, one observes the importance of the role of the University to the community, and that of the community to the University, as each plays a unique role in the development of the other. The extension provides academics - future professionals, a more humane and inserted look at the reality in which they

live, and it also connects the community to conditions and information that would often be distant or unreachable. In view of the mentioned aspects, it is also verified the importance of Health Education, since it is constituted in the planning and execution of activities, in order to prevent diseases and reduce the deficiencies that many communities still present.

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