METHODS AND EDUCATIONAL MATERIALS USED BY NURSES FOR PREVENTION OF SEXUALLY TRANSMITTED DISEASES IN ADOLESCENCE: INTEGRATIVE REVIEW

MÉTODOS Y MATERIALES EDUCATIVOS UTILIZADOS POR ENFERMEIROS PARA PREVENÇÃO DAS DOENÇAS SEXUALMENTE TRANSMISSÍVEIS NA ADOLESCÊNCIA: REVISÃO INTEGRATIVA

ABSTRACT

Objective: To identify methods and instructional materials used by nurses in educational interventions with adolescents for the prevention of Sexually Transmitted Diseases and AIDS. Method: Integrative review conducted in the databases Scopus, PubMed, CINAHL, Cochrane and SAGE with uncontrolled descriptors: adolescent, teenage, nursing, health education, prevention, STD or AIDS, intervention, strategy and method. We analyzed 12 articles and educational interventions with their categorization methods and instructional materials. Results: Methods: group discussion, individual instruction, demonstration, lecture and role play. Materials: written resources, auditory, and visual models for demonstrations. Educational interventions were characterized of innovation, creativity and respect for the reality of teenagers. Conclusion: The methods and materials contributed to critical thinking in schools, communities and health facilities. The findings enable evidence-based practice of nurses as health educators with teenagers. Descriptors: Nursing; Health Education; Adolescent; Sexually Transmitted Diseases; Acquired Immune Deficiency Syndrome.

RESUMO


RESUMEN

Objetivo: identificar los métodos y materiales didácticos utilizados por las enfermeras en las intervenciones educativas con adolescentes para la prevención de enfermedades de transmisión sexual y SIDA. Método: revisión integradora realizada en la base de datos Scopus, PubMed, CINAHL, Cochrane y SAGE con descritores no controlados: los adolescentes, adolescente, enfermería, educación para la salud, prevención, enfermedades de transmisión sexual o el SIDA, intervención, estrategia y método. Se analizaron 12 artículos e intervenciones educativas con sus métodos de categorización y materiales de instrucción. Resultados: los métodos: discusión en grupo, instrucción individual, demostraciones, conferencias y clases. Materiales: recursos escritos, auditivos, visuales y modelos para demostraciones y clases. Las intervenciones educativas fueron características de la innovación, la creatividad y el respeto a la realidad de los adolescentes. Conclusión: los métodos y materiales aportan al pensamiento crítico en las escuelas, las comunidades y los centros de salud. Los resultados permiten la práctica basada en la evidencia de las enfermeras como educadoras de salud con adolescentes. Descriptores: Enfermería; Educación para la Salud; Adolescentes; Enfermedades de Transmisión Sexual; Síndrome de Inmunodeficiencia Adquirida.
INTRODUCTION

Adolescence is characterized as a period in individual’s lives with severe trials, marked by impulsive actions and expectations immediacy. Romantic relationships among adolescents may be less stable and durable, making them vulnerable to sexually transmitted diseases (STDs) and Acquired Immunodeficiency Syndrome (AIDS).

The prevention of STD / AIDS in this age group is based primarily on education and counseling. Teenagers should be able to prevent potential exposure to STDs through changes in sexual behavior helped by health professionals of local services. Literature points to the need for incentives to practices to prevent STD / AIDS go over the theme of sexuality and to involve family, educational, cultural and social background.

In this scenario, the role of the nurse is beyond caregiver educator, since nursing care are transformed into educational interventions to recognize that the other is a vulnerable person, who needs to change behaviors to acquire wholesome behaviors that increase their levels of health.

In nursing, the educational intervention is mainly characterized by the act of using teaching methods and specific instructional materials. In this respect it is necessary to differentiate the method of instructional material, the first is how information is taught through: lecture, group discussion, individual instruction, demonstration and implementation, games, simulation, role playing, modeling, self-instructional activities. Whereas instructional materials are accessories used to enhance teaching and learning, categorized into: writings, statements and media.

The initiatives of nurses for prevention of STD / AIDS in adolescents are often published in the scientific literature, however it remains dispersed in their local experiences, featuring a fragmented view of the panorama of the production in this area. Therefore, the synthesis of these educational interventions may provide greater visibility of context, facilitating better planning and effective implementation of nursing actions.

The participation of the nurse as educator and a means of spreading this process may potentiate the actions of STD / AIDS in a positive manner, since successful experiences, when carefully analysed, may be possible to be reapplied. In this sense, the present study aimed to identify the methods and instructional materials used by nurses in educational interventions with adolescents for prevention of STD / AIDS.

METHOD

A descriptive, documentary, integrative review conducted from the research question: << What materials and instructional methods are used by nurses in educational interventions for the prevention of STD / AIDS with adolescents? >>

The survey was conducted of articles in five international electronic data bases: Scopus, PubMed, Cumulative Index to Nursing & Allied Health Literature (CINAHL), Cochrane and SAGE, through free access on the website of the Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES-Brazil), in the months of March and April 2011.

The selection stage of the studies involved the careful and critical reading of abstracts and then the text in full, applying the following criteria: 1) Inclusion - original studies, published in English, that focused educational interventions for the prevention of STD / AIDS with teenage audiences, with at least one author nurse; 2) Exclusion - not available in full or double indexed in databases.

Data collection of selected articles was performed using two instruments developed by the researchers. The first with information on the design, journal, year of publication, level of evidence and country. To facilitate data analysis, the second instrument included: objectives sample, methods and / or materials, method of evaluation of the intervention, results, conclusions and / or considerations.

The structure of the research in each database was conducted by means of uncontrolled descriptors: adolescent, teenage, nursing, health education, prevention, STD or AIDS, intervention, strategy and method that were searched simultaneously using 'and'. At this stage 140 abstracts were found, as shown in Table 1. It is noteworthy that the period of publication of articles was not defined at this stage, incorporating all available years in bases.
Table 1. Number of articles selected for review after integrative electronic search, delete after reading the abstract and delete after reading the article in full.

<table>
<thead>
<tr>
<th>Articles (N=140)</th>
<th>Electronic Data Bases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Found</td>
<td>Scopus</td>
</tr>
<tr>
<td>Exclusion (by summary)</td>
<td>65</td>
</tr>
<tr>
<td>Exclusion (by article)</td>
<td>28</td>
</tr>
<tr>
<td>Selected</td>
<td>34</td>
</tr>
</tbody>
</table>

Data analysis was performed using the critical reading of the twelve (N = 12) selected articles and their respective data sheets. The methods and instructional materials identified in educational interventions were grouped based on the author’s rating instrument Bastable focusing on the quality of pre-selected items.

A summary of the data is presented in figure form, gathering the knowledge produced in the categories methods and instructional materials. For presentation purposes, the articles were numbered 1-12 in the figures, according to the order of selection in the consulted databases.

In the discussion sector, the theme was explored in depth in dialogue with other literatures. Such exploration can contribute to a new understanding of the phenomenon of interest, and implications for nursing practice are emphasized, as well as research initiatives.

RESULTS

Initially articles were categorized according to study design, journal, evidence level, year of publication and country of the study, as shown in Figure 1.

Figure 1. Classification of publications according to study design, journal, year of publication, level of evidence and country of study. * Not reported in the article.

The analyzed articles in this review were published between 2001 and 2009, six were published in professional journals in nursing, as in other journals in the areas of AIDS (n = 1), child health (n = 1), adolescent health (n = 1), reproductive health (n = 1) and education (n = 3). This shows the inclusion of nurses researchers in the various areas of knowledge related to the topic.

Regarding the level of evidence and research design: Level II evidence - randomized controlled trials (n = 4), level IV from non-experimental studies, such as comparative and correlational descriptive study with a qualitative approach and case studies (n = 6) and without setting level (n = 2). This institution in which the studies were developed included: community (n = 4), schools (n = 3), health services (n = 2), detention center (n = 1), residence (n = 1). Most publications (n = 9) were performed in the United States (U.S.).

METHOD

Figure 2 presents the studies in accordance with the presented objectives, sample, methods / instructional materials, evaluation of the intervention.
<table>
<thead>
<tr>
<th>N</th>
<th>Objetives</th>
<th>Sample</th>
<th>Methods and Materials</th>
<th>Evaluation of Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Describe the development and production of a video for adolescents who use hormonal contraceptives</td>
<td>11 urban girls</td>
<td>Method: Group discussion Material: Audiovisual (video)</td>
<td>Participatory evaluation of learning</td>
</tr>
<tr>
<td>2</td>
<td>Describe the implementation of an educational program of reproductive health for adolescents</td>
<td>1804 adolescents</td>
<td>Method: Individual instruction, Group discussion e roleplay Material: Printed material</td>
<td>Before and after the intervention interviews</td>
</tr>
<tr>
<td>3</td>
<td>Determine changes in knowledge, attitudes and beliefs of girls after an educational intervention.</td>
<td>44 Nepali teenagers from 14 to 16</td>
<td>Method: Group discussion e expository session Material: Visual (slides)</td>
<td>Questionnaire before and after the intervention; Use of a scale</td>
</tr>
<tr>
<td>4</td>
<td>Describe an home visitation intervention for sexually abused girls who ran away from home</td>
<td>20 adolescents from 10 to 14</td>
<td>Method: Individual instruction (home visit) and Group discussion. Material:*</td>
<td>Monitoring individual and collective cases for a period of 1 year.</td>
</tr>
<tr>
<td>5</td>
<td>Evaluate the educational intervention “Save Sex for Later”.</td>
<td>846 adolescents and 674 parents</td>
<td>Method: Individual instruction (home or school) Material: Audio-CD</td>
<td>Before and after questionnaire. Scale Family Rules.</td>
</tr>
<tr>
<td>6</td>
<td>Discuss peer education as a strategy to promote adolescent sexual health, towards the prevention of AIDS</td>
<td>*</td>
<td>Method: Group discussion by peers Material: *</td>
<td>Review of literature</td>
</tr>
<tr>
<td>7</td>
<td>Implement and evaluate two brief interventions for HIV prevention used separately and together.</td>
<td>400 adolescents</td>
<td>Method: Group discussion e Individual instruction Material: Audiovisual (video)</td>
<td>Before and after the intervention Interview (3 and 12 months).</td>
</tr>
<tr>
<td>8</td>
<td>Discover the perception adolescent risk for HIV, and the hazards identified in the neighborhoods.</td>
<td>42 adolescents</td>
<td>Method: Individual discussion and Group discussion Material:*</td>
<td>Interview and participant observation</td>
</tr>
<tr>
<td>9</td>
<td>Explore how adolescents perceive their role as intimate partner of adolescents with a history of STD.</td>
<td>14 male adolescents</td>
<td>Method: Individual discussion Material:*</td>
<td>Interview and Aids Model Risk Reduction.</td>
</tr>
<tr>
<td>10</td>
<td>Propose an intervention, multimodal school-based to reduce sexual risk behaviors</td>
<td>Hispanic students from the city center</td>
<td>Method: Group discussion e exposition class Material: Audio (video)</td>
<td>30 intervention studies</td>
</tr>
<tr>
<td>11</td>
<td>resent the initial results of Keepin’it REAL! A project developed for HIV prevention for mothers and adolescents</td>
<td>192 adolescents</td>
<td>Method: Group discussion Material:*</td>
<td>Group approach Before and after the intervention interview</td>
</tr>
<tr>
<td>12</td>
<td>Select and refine an integrated intervention for prevention of substance abuse and HIV</td>
<td>21 adolescents and 17 adults in the countryside</td>
<td>Method: Group discussion Material:*</td>
<td>Verbal evaluation during the focus group</td>
</tr>
</tbody>
</table>

Figure 2. Summary of studies included in the review according to integrative research objectives, sample, methods and instructional materials, and evaluation of educational intervention. * Not reported or not identified in the article.

The instructional methods used in educational interventions for the prevention of STD / AIDS with adolescents were predominantly group discussion and individual instruction. Regarding the instructional materials used, most studies did not demonstrate this tool, however we identified two studies using video, one with the use of audio and slides and two with printed materials.

To discuss the studies that developed methods like individual instruction, we considered the interview which took place within 30 to 90 minutes, and their guiding questions enabled the discussion and reflection on the theme of sexuality in relationships, enabling reflection on the relationship with the girlfriend, which conceived the idea about sex and how it was addressed in the relationship. It was also used along with earlier themes in the discussion group, which allowed filling the gaps identified in this educational activity.

Home visits were focused on the client, and was considered as an individual instruction. The approaches were positive. They focused on the development of relations of trust between nurses and teens, and were focused on harm reduction and the promotion of sexual and reproductive health. The nurses talked about the experience of the young in school, family and health services. The counseling sessions were also considered individual instruction with a focus on the customer, they were interactive and aimed to reduce risks related to HIV and condom use.
For the group discussions, the focus of the group type was used as instructional method in four studies. In one of them, 23 sessions were held, lasting 45 minutes to 2 hours. Another study used four focus groups, guided by the themes: risk factors related to drugs and HIV virus and resilience factors to drugs and involvement in risky sex.

For peer education we used group discussion, for these groups, facilitators teenagers were selected in schools and / or communities, attended training on anatomy, physiology, pregnancy, STIs / HIV and contraception, and acquired communication skills, counseling and data collection for research. ‘Teenagers-educators’ provided information to their peers, using the following methods: Drama and distribution of written materials on themes: sexual and reproductive health. Peer education has strengthened the local youth role.

Another identified instructional method was an educational meeting with adolescents and their mothers during fourteen sessions, lasting two hours each, in which we used four methods: group discussion and lecture and as instructional material: visual (video). These included not only the teenager, but also family members, with the goal of building feelings of efficacy in various aspects of life through enhanced self-concept and achievement motivation of families with community support, developing skills, information, motivation to succeed and to promote behaviors of family and community support.

Still on educational initiatives, it was developed an approach, covering topics such as: Introduction to the force of class diversity, plans for the future, the human body, sexuality, and sex hormones, self-esteem, STD / AIDS, ability to use a condom, decision-making and negotiation. Regarding instructional methods it was recommended group discussions, role plays and demonstration, and as material: audio (vignettes) and models for demonstration.

The instructional materials used by parents and children in their homes were in the form of a software with three Compact Disc (CD), called “Save the sex for later.” The audio CD was developed with stories of drama and humor of three families - a black family, a Hispanic family and a Caribbean family. The stories follow the growth of children and the themes include body changes, relationships, influences and pressure to sexual initiation.

A video of 21 minutes, built and tested by the authors, focusing mainly on the risk of exposure to HIV among girls who use oral contraceptives and are only concerned to avoid pregnancy, was used as another material in educational interventions. The filming involved the stories and testimonies of two girls and two boys HIV positive HIV negative, demonstrating that HIV can happen to anyone. Those living with HIV are no different, protection against pregnancy does not protect against infection.

Ten studies have identified the theoretical basis used to guide educational interventions. Theories of learning and / or social and cognitive development, such as: Social Cognitive Theory, Social Learning Theory, Theory of Social Development. Other studies have addressed the Health Belief Model, AIDS Risk Reduction Model (ARRM), resilience, rationalized action and concepts of Paulo Freire.

DISCUSSION

Considering that most educational interventions were conducted in the U.S. having as target adolescent females, black or Latino and Hispanic descents, studies identified that youngsters of racial and ethnic minorities are characterized as a segment of the population vulnerable to STD / AIDS, being the priority audience target in performing preventive strategies.

Another aspect was the importance of schools and communities as sites for health education for adolescents. It is noteworthy that about 88% of high school students in the U.S. report learning about the prevention of HIV / AIDS through school. And, by providing a forum for raising awareness and opportunities for youth, schools and communities are important scenarios for nursing-educator.

This reality is also present in Brazilian society, including those involving nursing work in health education and prevention of STD / AIDS.

The action research techniques used in the articles emphasize the importance of the nurse and adolescent cooperation and participation in the research for the resolution of collective problems. This technique helps in understanding the issues that arise from the results.

Interventions to prevent STDs / AIDS for teenagers aim to prevent primary infection by changing risky sexual behavior. For this group, the behavioral changes mainly involve abstaining from sex, delaying the beginning of them, reducing the number of partners and using condoms correctly and often.

To achieve these behavioral changes, the studies evaluated methods and instructional materials used in order to facilitate the
learning process and thus enable a reflection on adoption of healthy sexual behavior. Considering the context of adolescents, it is important to respect their experiences and reflect on the risks they are exposed.

The HIV prevention programs should consider the specific behavior and teach teens about safe sex practices and risks, which should facilitate the development of underlying skills, such as: goal setting, recognition of stimuli that trigger risk behaviors, reinforcement of positive behavior and effective communication skills that are vital to the formation of relationships and negotiation. 17

A study made with young black Americans concluded that to succeed in the implementation of educational interventions, health professionals need to commit to their development, considering the variety of factors involving the teenager; expanding the understanding of the context of sexuality and risk reduction; tailoring messages and programs; innovating approaches, and mainly involving the young in developing and promoting the intervention, in order to promote their healthy growth and development. 24

Another important issue to be considered is the communication between partners about sex and STDs, as it is positively associated with condom use. An important communication antecedent in society is the level of dialogue of teenagers to their parents about these issues. Those teenagers who do not talk to their parents about these issues may be less likely to communicate well with their partners. 25

In this sense, it was found in this review that the use of instructional methods and materials that have considered the context of young people, prepared and discussed with them the issues proposed, according to their reality. The method of group discussions makes teens actively participate, comment on what they have learned, even when the researchers had no content, as a result of their own efforts, allowing also a space for the adolescent voice, where they can express what they think, how and by whom the educational activities should be conducted.11,14

During teenage years changes take place in patterns of interpersonal relationships. Typically, the greatest importance is given to colleagues as providers of advice, support, companionship, role models and sources of comparison. Thus, peer education has a greater influence on the values, interests, attitudes and behaviors of most teenagers. 16

In the debate on HIV prevention programs, the age of sexual initiation should not be ignored. It is of great concern the growth of unprotected sexual activity with casual partners among young people who begin sexual life before being 14. 26

When dealing with health promotion in relation to sexuality and initiatives of prevention with adolescents, beliefs, opinions, values and group should be valued, and considered, both in form and content of such approaches. 27

In response to the question of the study, educational interventions were shown. They sought to change behavior, through reflection on the reality and the risk of infection with HIV / AIDS, using group discussion, individual instruction, lecture and role play as instructional methods and materials with the aid of written, audiovisual, slides and models for demonstration, considering issues such as sexuality, communication, family participation and involvement of health and education.

CONCLUSION

Nurses use different methods and instructional materials in health education with teens who favor the transformation of nursing care in the prevention of STD / AIDS. However, it is necessary to identify ways to develop new educational interventions, theoretically grounded that may promote the autonomy of adolescents and strengthen their self-esteem. Only then can the teens develop healthier sexual behaviors.

These methods indicate the importance of respect to prior knowledge of adolescents about sexuality. The articulated materials and methods should subsidize, either individually or collectively, specific interventions to groups considered vulnerable, such as racial and ethnic minorities, and can be carefully adapted and used in the context of Latin American adolescents.

The evidence-based practice of nursing must go beyond the studies identified in this research, because other professional fields are also applying and developing methods and instructional materials. Other interventions may be explored in order to contribute to the practice of nursing, such consideration remains as a stimulus for the development of new research review.

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Methods and educational materials used...


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