



CONCEPTION OF NURSING UNDERGRADUATES ABOUT DOMESTIC VIOLENCE AGAINST CHILDREN AND ADOLESCENTS

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ABSTRACT

Introduction: Domestic violence is a phenomenon present in society and has the potential to have a significant impact on the lives of individuals. It encompasses physical, sexual, psychological and neglect violence.

Objective: To describe the conception of nursing undergraduates about domestic violence against children and adolescents.

Method: Qualitative research, carried out with thirty nursing undergraduates from a public institution of higher education in the State of Pernambuco / Brazil, and data collection was done through a semi-structured interview. The analysis of the data was done through the analysis of thematic content.

Results: Participants are able to identify the types of domestic violence against children and adolescents that are most prevalent and understand that this phenomenon involves a relationship of power within the family space, violating physical and psychological integrity, including sexuality and neglect of care.

Conclusions: Graduates need to acquire a better technical-scientific qualification during graduation in relation to the subject in question, in order to provide greater visibility to the problem and favor effective interventions in the cases.

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INTRODUCTION

Violence is a dynamic and complex phenomenon present in biopsychosocial relationships, with potential to reach all classes, ethnicities, religions and cultures, directly affecting individual and collective health, as well as people's quality of

life. It can arouse feelings of fear and insecurity, in the sense that we are constantly vulnerable to its risks [MINAYO, 2006; PASSION et al, 2013]. In this dialectic, violence is intimately linked to the human condition, which sometimes takes the position of subject, or of objects of the problem in question. Perhaps because of this complexity, it is so difficult to

understand this phenomenon and to identify all its forms and ways of expressing itself [SALCEDO et al, 2011; CARVALHO, 2012]. Regrettably, the domestic and family environment has been the scene of various forms of violence, with children and adolescents experiencing extreme degrees of abuse in their relationships with parents and / or guardians and others. Domestic life, through isolated acts or that are perpetuated for a long time. In children and adolescents, violence becomes a problem of greater concern, since it is the periods in which vulnerability to health problems and economic and psychosocial factors become more potent, and in this scenario, the family nucleus ceases to ensure educational reference and Of protection for them, considering that family ties are also violent in different contexts [NUNES; SARTI; OHARA; 2009].

It is well known that health professionals, including nurses, are aware of the various forms of violence that may occur in the home environment and their dynamics in family relationships, especially when it affects children and adolescents. Knowledge about the subject and its different characterizations must be approached from the undergraduate level, so that when there is a need for intervention during the care, these professionals are able to intervene effectively and prevent the occurrence of new cases. In this perspective, considering the importance of nursing professionals' knowledge about domestic violence against children and adolescents, in order to favor an integrated care and to minimize the consequences of this phenomenon on the part of professionals, this study started with the following question: How do the Undergraduate nursing students understand domestic violence against children, and the context of their occurrence? From this, the objective of the study was to describe the conception of nursing undergraduates about domestic violence against children and adolescents.

METHODS

It is a descriptive study with a qualitative approach, in which the search for socially constructed processes involving attitudes, beliefs, motivations, feelings and thoughts was sought in discourses and, therefore, their comprehension can not be reduced to quantitative aspects [MINAYO, 2010]. The research was developed at the University of Pernambuco, located in the city of Petrolina and Recife, in the State of Pernambuco / Brazil, with 30 undergraduate students attending the Bachelor of Nursing course, 15 of each academic campus. The inclusion criteria were to have participated in all the theoretical disciplines of the course, with their approval, regardless of whether or not they started the Curricular Internship; And agree to record the interview, by signing the Informed Consent Form.

Data were collected through a semi-structured interview, using a portable recorder, and the interviews were previously scheduled and performed in a room of the institutions themselves, in order to ensure the confidentiality and privacy of the information. The semi-structured interview contained guiding questions, with points to be explored on the subject, and the interviewees were identified with fictitious names chosen at random to ensure their confidentiality and privacy. Thematic Content Analysis was used to analyze the results, which involves comprehension, material exploration or interpretive analysis and synthesis, thus composing the three steps: pre-analysis, material exploration and treatment of

results with data interpretations [MINAYO, 2010]. For the analysis of the constituted corpus, the empirical material was organized, which involved the complete transcription of the recorded audio material, carried out after each interview. With the material already transcribed, the first phase of the analysis occurred with exhaustive and floating readings of the material, seeking to organize it according to similarities of the speeches, and other relevant aspects brought by the participants, according to the general theme of this investigation, being configured As a pre-analysis of the corpus. In this phase, the researchers had a direct and intense contact with the material, allowing itself to be impregnated by its content. According to the analysis, the second stage of material exploration comprised the categorization that served to advance the thematic analysis of the material, in which the senses about the students' perceptions about domestic violence against children were prioritized. Adolescents, according to the proposed objective.

The third and last phase, treatment of the obtained data and interpretations, was configured at the moment in which inferences were made and other clues or dimensions were opened up from the exhaustive reading of the material, resulting in the categories of analysis. This research was forwarded and approved by the CEP of the State University of Feira de Santana-Bahia-Brazil, following the guidelines inherent to the research protocol contained in resolution 466/12 of the National Health Council, and we obtained approval through Opinion No. 698,856.

RESULTS AND DISCUSSION

According to the sociodemographic data, it was observed that of the thirty participants of this study two were male, and twenty eight female. With regard to age, twenty-six of them were in the age group of twenty to twenty-five years of age; Three in their twenties to thirty years; And one, was thirty-one to thirty-five years old. As for religion, one of the participants was an atheist; A Spiritist; Three evangelicals; Twenty-three Catholics; And two responded that they had no definite religion. According to marital status, twenty-eight of the participants were unmarried, and two were married, and of the total, only two had children. After the material organization process, the exhaustive readings of the collected material and the content analysis, three categories of analysis were extracted and discussed below.

Conception of domestic violence against children and adolescents

When questioned about the understanding of the concept of domestic violence against children and adolescents, the graduates interviewed characterize it as abuse and mistreatment, that is, an act that violates, transgresses or offends physically and / or morally within home:

Any physical or moral violence, mistreatment, done directly or indirectly [...] within your home (ALANA). Enter the abuse [...] by the parents themselves and the caregivers themselves inside.

It is violence with people who lives in the same residence (LIVIA). I think it's any type that involves morals, the way you treat the child in the home (NAYARA).

The interviewees' understanding of domestic violence encompasses physical suffering, probably because it is noticeably more perceptible, but it is also brought about that may involve maltreatment, abuse and moral damage, in which, associated or not, they can have the same impact. In the lives of those who suffer violence. The intentionality of the violent act is a complex aspect of being defined, for it is determined not only by the intent to use force in a given act, but by the intent to cause harm. In this sense, it is important to distinguish that although the origin of the word is linked to physical force, violence goes beyond it, encompassing the emotional, moral and spiritual, and is not limited only to aggression to the body, but also reaches its social and Other dimensions of being, which is why it is considered a polysemic problem [DAHLBERG; KRUG, 2007; APOSTOLICO; HINO; EGRY, 2014].

Although the terminology 'domestic violence' is adopted, as one can be committed by anyone, since in the domestic environment, some participants mentioned that this type of violence can occur in any other environment:

It is any kind of violence [...] that is assaulting the child and the adolescent [...] in any environment, whether at home, at school, on the street, anywhere (MARÍLIA).

I think it is violence [...] in the school environment, domestic, even on the street playing (RAIANE).

It is a question of aggressiveness, at home [...] not only in the parents' home, but also in the family, [...] in the day care center, at school (MARIANA).

Regarding the concept of violence itself, there is still some confusion regarding the concepts between domestic violence and intrafamily violence, which may be similar, differentiated by the fact that the former occurs in the domestic environment, by any means Person who can enter this environment, while the second, is practiced by a member of the family, regardless of where it occurs [BRASIL, 2007]. It can be committed by parents, siblings, other relatives or responsible for the child or adolescent, and create some bond in order to protect them and guide them, and to a lesser degree, by neighbors and friends [SALIBA et al, 2007].

The abuse of power present in the educational process

The family, in the figure of the parents, uses technique of raising of the children aiming to mold their traits, their personality, guiding the behavior and transmitting norms and values. However, punitive actions persist in the face of attitudes that are in disagreement with these behaviors, and corporal punishment is socially accepted as an educational practice in most homes. In the speech of some undergraduates, it is observed that this problematic assumes a representativity that is often associated with the form of education of parents or guardians:

This is a serious problem nowadays ... a cultural thing in Brazilian society, in educating minors with punishment, physical punishment [...]. It comes from a macho culture, where the stronger always excels the weaker (MARCELO).

There is violence ... to prevent the child from expressing, feeling, doing what she really wants ... because we know that

there is a lot of hierarchy, the older brother wants to send, Hit the younger brother, and sometimes the parents consent to it (AMANDA).

Domestic violence leaves emotional sequelae in the whole family, to a lesser or greater extent, and in this context it is observed that the physical and personality fragility of children and adolescents makes them easy targets of adult power. That is, adults or older adults are already culturally impregnated by the idea that minors are weaker and vulnerable to any type of grievance, and take advantage of this to commit the most various abuses [MINAYO, 2006; ABRANCHES; ASSIS, 2011].

This problem accompanies the trajectory of humanity and a large part of our society believes that parents continue to have the power of life and death over their children; Believe that the best education can only be achieved with punishment and humiliation; And propagate the idea that physical violence is necessary to contain the disobedience and rebellion of young people and children [SANCHEZ; MINAYO, 2006; GOMES et al, 2010; BRASIL, 2013].

When the conception of domestic violence was brought about by the interviewees, the majority pointed to family members as possible aggressors. In this context, discourses have emerged in the idea that possible aggressors may or may not be family members, ranging from parents to possible neighbors of the child's or adolescent's residence:

This aggressor can be any relative, father, mother, aunt, grandparents [...] or even a nanny (MARIA);

Parents, some of the relatives, [...] or even stepfathers, mothers or stepmothers (KRISLANE);

Parents or guardians, [...] other people who live together in the family or neighbors, [...] people who live together around the residence, friends (ROSA).

An important issue of this kind of violence refers to the use of exacerbated punishment as a form of family education. Parents tend to advocate this form of discipline, which may favor trivialization and chronic physical violence against children and adolescents. This may also be interconnected with something that goes beyond the boundaries of social class, also relating to factors such as prejudice and power relations between adults and children [FALEIROS; FALEIROS, 2008; DAYS et al, 2013].

It is important to emphasize that there must be a threshold between the use of power to educate and to punish, since the practices or relations of power that are established in society are essential for its functioning. Power is everywhere, permeating all relations, and is exercised from the knowledge acquired. Thus, punishment and vigilance are mechanisms of power, used to docilize and train people, so that they conform to established norms [FOUCAULT, 2007].

Classification and types of domestic violence against children and adolescents

According to the interviewees, physical violence is the one that occurs most frequently among parents, children and other relatives, and can present itself in various forms, from physical

injuries, aggressions, so-called 'beatings', and severe punishments:

It is the abuse that can cause some physical harm [...] to actually abuse the spanking, beating in the child (AURELIA).

It is the question of punishment, of beating, of treading, of these things [...] committed by people from their daily life (ANDREIA).

Physical abuse, punishment, aggression that parents practice against their own children (TADEU).

It is observed that the physical injury was the most cited as having the potential to occur within the home, and this positioning may be associated with the fact that it is the type of violence most likely to be identified in most cases. Usually leave visible marks. However, it is necessary to initially rule out the possibility that the lesions or scars presented by the child are consequences of unintentional trauma or even the last stage of violence that the child is suffering [BRASIL, 2010; FINKELHOR, 2013]. Thus, even knowing that physical violence has the power to cause a significant impact on the lives of children and adolescents, it usually leads to psychological suffering, most of the time, because living in a hostile environment, constant physical aggression, hinders the development Mental health, bringing individual, family and social harm [GOMES et al, 2010].

Isolated psychological violence was also presented in its various expressions of manifestation, such as moral abuse, verbal aggression, profanity, even in isolation from other types of domestic violence:

I believe that any violence that causes some moral, psychological damage to these children and adolescents, which will jeopardize their growth and development (LUCIA).

When it reaches the integrity both psychic, psychological, [...] with swearing, with words that psychologically hit the child, rebuking [...], fighting (RAIANE).

Psychological violence is one of the most difficult forms to be identified in health services, and although it has been brought by some participants, associated with physical violence, they are not always necessarily associated. It can usually be linked to affective neglect, in which there is a lack of responsibility and concern for the needs and manifestations of the individual; And affective rejection, in which there is a manifestation of depreciation and aggressiveness toward the adolescent [AZEVEDO; GUERRA, 2007]. It is understood that this approach and the recognition of psychological violence by graduates are important, since as future health professionals, they will be able to develop skills and abilities to act in these cases, enabling the promotion of the necessary care for the protection and well- Being of the child or adolescent, and guidance to families for the prevention and disruption of this cycle. Sexual violence has also emerged in the speeches of some undergraduates as one of the most likely to occur in the domestic environment:

It is the violence that the child and the adolescent suffers in the house, [...] even being [...] sexual violence (BÁRBARA);

I understand that it is [...] much sexual violence practiced within the family (ROSA);

Violence enters the abuse, sexual abuse (LIVIA).

Sexual violence is a problem likely to occur in any cultural context or social class, having a devastating effect on the physical and mental health of these individuals, and is surrounded by taboo, termed a conspiracy or silence pact between the aggressor and the victim, mainly When it occurs at home [MOURA et al, 2008; FERRARI, 2014]. Sexual abuse has been considered a serious public health problem, due to the high incidence rates and the serious consequences for the cognitive, social and especially affective development of the victim and his / her family, since it distorts the affective and social relationships. Cultural relations between adults and children / adolescents by transforming them into genitalized, eroticized, commercial, violent and criminal relationships [FALEIROS; FALEIROS, 2008;MOURA et al, 2008].

Neglect, which is a type of violence practiced mainly against younger children, was one of the least cited by the undergraduates. This probably happened because it is a type of violence in which, not necessarily, the victim presents visible marks, or even when visible, other people tend not to recognize it:

Domestic violence, thus, is neglect (CRISTIANE);

I understand that it is [...] even the question of neglect of care (ROSA);

Cases of negligence [...] and abandonment too (MICHELLE).

Negligence is not always clearly understood in all its forms and extent. For the health area, for example, neglected children are those who are underweight and those who are not vaccinated, or even those who do not go to school. There are, however, many forms and degrees of neglect, as it includes denial and lack of commitment to responsibilities towards them [MOURA et al, 2008]. Neglect is the type of violence that involves the omissions or failures of parents or others responsible for promoting basic needs for the physical, emotional and social development of the child or adolescent in the areas of health, education, emotional development, nutrition, Shelter and safe living conditions; With abandonment being the most extreme form of neglect [KRUG et al, 2002; BEZERRA, 2006]. The exploitation of child labor emerged in the discourse of one of the undergraduates as being one of the forms of domestic violence:

I think it would be the act of exploitation for them, right ... When they are children and adolescents they have more than they are studying [...], they are in a phase of developing their lives, of learning, and not a matter of exploration [...] because they have to always return the family in this Work (MARISA).

It should be noted that this type of exploitation appears punctually in few literatures as a form of domestic violence. Child labor is considered as forced labor, developed by them, forced by the family, and has been attributed to the poverty condition in which many families live that require the participation of their children to supplement the family income, resulting in a victimization process. The situation of poverty obliges the parents, both to use the children as domestic labor, and to insert them in the labor market early, to increase the family income [FALEIROS; FALEIROS, 2008; BRASIL, 2008]. Thus, it is important to perceive this type of aggression, which children and adolescents are subjected to, especially in the school environment, by the possible negative consequences that may affect family relationships, since the experiences they experience at this stage tend to leave them more Aggressive, in order to return the offenses received.

Consequently, if an individual acts violently, it can lead others in the group to act in the same way, providing an increase in delinquency and the reproduction of violence in various contexts [BRASIL, 2010; ARAGON et al, 2013].

Conclusion

In the conception and classification of domestic violence against children and adolescents, undergraduates were able to contemplate all types listed by the literatures that approach the subject, despite showing little deepening in the knowledge of this problem. The participants also presented aspects that show that this violence involves a relationship of power, in which the parents act in an exacerbated way in the behaviors considered as educational, which brings drastic repercussions on the physical and emotional health of those involved. Given the seriousness of violence, it is important to emphasize that professionals need to have sufficient technical and scientific knowledge to intervene effectively, and seek to work on prevention in order to minimize the occurrence of this phenomenon. Given the seriousness of violence, it is important to emphasize that professionals need Have sufficient technical and scientific knowledge to intervene effectively, and seek to work on prevention in order to minimize the occurrence of this phenomenon. And in this sense, we know of the importance of an academic formation that can promote to the graduating the necessary knowledge for the development of integrated and effective professional practices. Thus, although the insertion of this content is a recent reality, the training institutions must be committed to the exercise of Nursing, so that they can provide the training due to future professionals, covering a range of topics, including the issue of violence.

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