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CONCEPTUAL MAP: A REFLECTIVE ANALYSIS ABOUT ADOLESCENCE, YOUTH, AND YOUTHS AND ITS IMPLICATIONS IN THE NURSING SCHEDULE

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ABSTRACT

The purpose of this study is to present a reflection on the differentiation between adolescence, youth, and youths and their implications in the nursing scenario through the construction of a conceptual map. The map exemplifies the relationship between concepts and their branching of signifiers in a similar configuration, with concepts ordered logically, hierarchically and with connecting words, establishing relationships between them, thus allowing their interpretation. The construction of the conceptual map as a learning technique proved to be an important indicator of the definitions seized, establishing the possibility of clarifying definitions besides integrating new knowledge with previous information when establishing interrelationships.

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INTRODUCTION

When thinking about adolescence, a common interpretation is that adolescence is a critical phase of the life of every individual, related to the experience of discoveries and affirmation of aspects of personality and individuality. However, seeing adolescence only in its biological aspect indicates a simplistic way of observing it, since the movement of transition between the child's phase and the full adult phase is also influenced by its relations with the social environment and the construction and reconstruction of its individual psychological interpretations (FONCECA, 2013). There is a view of adolescence as a conflictive phase, with biological and psychological transformations, accompanied by moments that bring doubts, longings and curiosities, wishes to try the new despite of risks of harming the own health. The adolescents' search for creating the own identity considers not only the

family base but also the building of relational ties with the social groups in which they are inserted. This insertion into social circles makes them "homogeneous" subjects, capable of denying differences because of the need to belong to a particular group, and in this movement they create their identity (NERY et al., 2009). The interpretation about the concept of adolescence, although covered with stigmas, often denying their existence, changes according to the times and culture, diverging in terms of age limits or conceptual limits. The concept of adolescence concerns not only physical transformations but also "the process of psychological and social adaptation inherent in them". It is an evolutionary process in the biopsychosocial scope that assumes different conformities with the different contexts in which the adolescents are present; there is therefore a nonconformity in the establishment of a single, broad and universal concept for this phase of life (ABRAMOVAY, CASTRO, 2015). Adolescence is also conceived in discursive terms as classification and capture of the subject, "caging" its characteristics in an arbitrary marker of identity, in a prison

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under a biologic perspective. Still in the depletion of the interpretation between the subjects there is the equivocation in the definitions of adolescence and youth. They are used of similar way, but they are actually constructions that diverge from what is shown in the common sense. While the Statute of the Child and Adolescent describes the adolescence as a phase that covers ages between 12 and 18 years, according to the National Youth Policy, individuals who are between 15 and 29 years old are considered youths (MALFITANO; BARDI, 2015). It is also worth mentioning that global discussions about youth are configured in several prisms on its definition and interpretation as subject. The debate over such a definition considers values and ways of life that influence the determination of who is a youth. The term "Youths" appears in this core in a meaningful plural in order to cover the diversities of existential situations that affect the subjects even within a certain age group, as for example: class, gender, ethnicity, rural or urban origin, among others. Here is the question, how are Adolescence, Youth and Youths distinguished?

In order to clarify the definitions and distinctions between the concepts presented here, the creation of a Conceptual Map (CM) was used as strategy. This strategy is understood as a technique that approximates concepts, favoring the construction of individualized and/or interdisciplinary knowledge, allowing the elaboration of concepts and organization in a cognitive structure that constitutes a network of relations with similar and multilinear characteristics, not restricted to the Cartesian thought, favoring still the teaching of clinical reasoning (FERREIRA, 2012). CMs are pointed as didactic strategies in the learning process, a way to instrumentalize the theory of significant learning of David Ausubel (RUIZ-MORENO *et al.*, 2007), in which knowledge is incorporated in a meaningful way for the subject, also taking into considering the establishment of relations with previous knowledge, gaining a new significance and greater stability of knowledge. Thus, the current scenario points to the need to problematize the concepts of adolescence, youth, and youths. Taken as synonyms in the health area, especially in the fields of psychology, nursing and medicine, and as a supposedly homogeneous category in the view of public policies, this conceptual imprecision ends up obscuring socio-political practices relate to this group rather than clarifying them. In the scientific bases of health, the concepts of adolescence and youth appear as synonyms. Here, it is worth highlighting the fact that even in descriptors in indexed databases, there is a conceptual imprecision. Moreover, the term 'youths' does not exist in the bases.

Thus, health care practices, more specifically of nursing, require the use of these concepts, in order to understand care practices, making it possible to increase the power of dialogue and communication among the subjects involved in the process of promoting health care. Nurses are also responsible for developing participatory educational practices with this public, taking into account situations involving the family and the historical, political, economic and socio-cultural context, and thus facilitating the exchange of information and experiences, valuing their experiences in order to provide individualized care (NERY *et al.*, 2015). In view of these considerations, the objective of this study was to present a reflection on the differentiation between the terms adolescence, youth, and youths and its implications in the nursing scenario, through the construction of a conceptual map.

MATERIALS AND METHODOLOGY

This is a qualitative, descriptive, reflective analysis, originated in the course of Policy and Management for Clinical Health Care Master of the Nursing Master and PhD Graduate Program on Clinical Nursing and Health Care of the State University of Ceará - UECE, held in the second half of 2018, arising the need to elaborate a reflective text on the theme in question. The work was developed in order to build a Conceptual Map to clarify the concepts of Adolescence, Youth and Youths. The methodological strategies used in the research involved the following consecutive and interdependent phases:

1. Bibliographic research: The reflection was constructed through articles and books addressing the concepts of adolescence, youth and youths, seeking the contribution of nursing.
2. Identification of previous knowledge: This phase was aimed at the identification of the author's pre-existing knowledge, evoking situations and experiences in the trajectory during field work.
3. Work with Conceptual Maps: Presentation of clarifications as to the ways and possibilities of constructing a conceptual map, covering the importance of selecting significant concepts in an informational field, the relevance of hierarchically sorting and serializing the concepts and also the convenience of good "connecting words" to clarify the meaning of the established connections.
4. Creation of a conceptual model: The authors were identified and related to the key concepts presented here, seeking in their works the similitude between the concepts to assemble the map.

The Cmap Tools® software version 6.02 was used to enable the elaboration of CMs. This is a public domain software available in the Portuguese language, prepared by the Institute of Human Machine Cognition of the University of Western Florida in the United States of America. This software allows greater freedom to include and exclude information, and allows the spatial distribution of information concentrated on a single page (FERREIRA, 2012). In this sense, a map was created in the hierarchical organization of the terms in order to visualize the relation between them and the evolution of the concepts.

RESULTS AND DISCUSSIONS

Adolescence, Youth, youths: what unites and what separates them?

1. The constructed map exemplifies the relationship between the concepts and their branching of signifiers in a similar configuration, with concepts ordered in a logical, hierarchical way and with connecting words establishing relationships between them, thus allowing possible interpretations of concepts.

Own authorship: When portrayed in the literature, as organized in the CM, the definition of adolescence is anchored in a biological perspective marked by bodily changes, which has a physical/biological origin. The transformations in the body of this individual result from changes such as structural growth, development of organs and systems, and maturation of

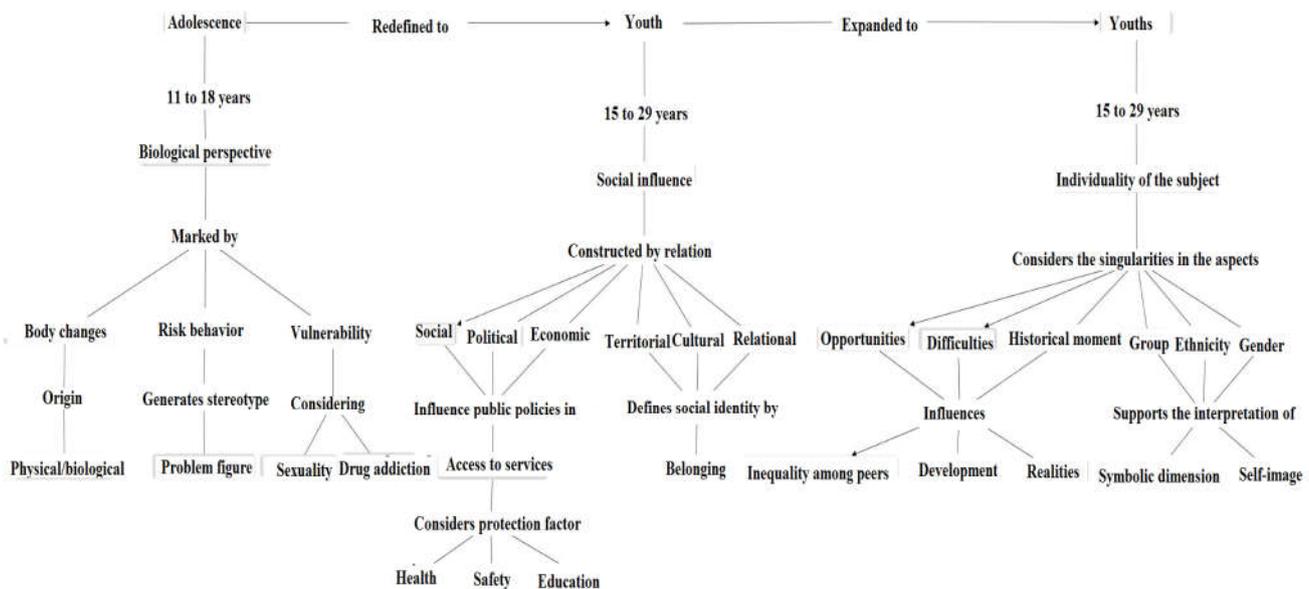


Figure 1. Conceptual Map - Definition of definitions of Adolescence Youth and Youths

secondary sexual characteristics (AMARAL, 2017). The transformations of the body that takes place during puberty are reduced to the view of the physical body and the construction of the new image is restricted to the biological being. The directing of the definition restricts the adolescent to a crystallized figure, such as someone who has a "risky behavior", generating a stereotyped figure upon the "adolescent problem". Moreover, this biological perspective is marked by a view of the adolescent as vulnerable to problems involving the field of sexuality, but also from the perspective of abuse of alcohol and other drugs. For Carneiro (2015), the sexuality during adolescence is intertwined with the reproductive problems and the health of adolescents (teenage pregnancy and STI), asserting that individuals assume behaviors for which they are not prepared, related to the yearnings to live new experiences quickly and intensely, thus not pondering on the consequences of their actions. Sexuality is then perceived as a trigger for vulnerability to sexually transmitted infections (STIs), teenage pregnancy, among other risks that interfere with the life of these individuals. It is worth noting that sexuality is found in the works related to adolescents as a problem to be solved or to be "castrated", in which sexuality must be considered beyond the sexual act, and something innate of the human being, especially in the phase of adolescence (CARNEIRO, 2015).

The image of vulnerability of adolescents also points to the abuse of alcohol and other drugs. Questions about the use and abuse of alcohol and other drugs by adolescents are discussed, often making confusion between adolescents with chemical dependence and the figure of the problem of rebellion associated with this phase, directing the look not for prevention strategies but for blame. This is where the idea of imprisoning bodies is strengthened. It should also be noted that there is no specific treatment for this stage of life, so that the treatment model applied to adults is the same for adolescents, and care is not directed at looking at social factors that influence care, again reducing the issue to the biological body (ELICKER *et al.*, 2015). As indicated in the CM, before its various interpretations, the term adolescence is seen more broadly in a re-signification for the term "Youth." One can point to youth as a moment that goes from the beginning of the physiological maturity until social maturity.

Since it is not a linear and temporal movement, sociological and political sciences insist on the need to incorporate other dimensions of analysis which do not constitute a chronological period (UNESCO, 2004). It is the understanding of an individual who is not exclusively governed by biological action, but who is influenced by the social environment, constructed through relational, social, political, economic, territorial, and cultural relations. Despite the few studies, Abreu *et al.* (2018) reinforces this concept in the context of nursing, in which the terms young people and youths were preferred rather than adolescents and youths, because they may not refer strictly to an age group or a series of biologically recognized behaviors. The choice of the term young people is derived from the fact that this audience is immersed in diverse cultural settings, producing their lives mediated by the daily experiences in groups and other territories. Social, political and economic relations interrelate in order to influence how these young people relate to access public policies, how they interact with access to services, such as health, safety and education, and these are recognized as protective measures for these young people. Given this, there is the perception of extending the concept, by understanding that the young person goes beyond a time frame, but a set of aspects that influence the construction of the individual. It is not a question of denying biological factors, but of understanding that the construction of the subject comes from a complex and broad organization. In addition to the transition from childhood to full adulthood, important biological, psychological, social and cultural changes take place, which in turn depend on the historical moment (UNESCO, 2004).

In the conception of Sposito and Carrano (2003, p.20): "There is a tense coexistence between the struggle for a new conception of rights to this phase of life and the repeated way of separating the child and adolescent from the elites of the 'other', no longer a child or adolescent, but a delinquent, dangerous, virtual threat to the social order". It is also possible to affirm that for young people, the constitution of territorial, cultural and relational spaces defines their social identity, and this interaction influences the way of interpreting reality and directing their practices, in order to recognize in the other a similar person and at that moment they receive their recognition by the group, thus generating, the idea of

belonging. It is worth emphasizing that the territory where these young people are inserted must be understood beyond the physical-spatial dimension, in which are inserted the social, affective, political and cultural relations of these subjects, being in this space that the construction of their experiences takes place, thus influencing their constructions. Among the many concepts found about being young, it is a consensus that this is in construction and in constant relationship with the environment. For Dayrell (2003), regarding the changes and relationships of this phase, one of the most ingrained is the youth seen in its condition of transience, where the young people are a 'coming to be', having in the future, in the passage to adult life, the meaning of their present actions. The thematic of youth through the perspective of the "social problem" is historical and has already been pointed out by many authors: youth only becomes object of attention while it represents a threat of rupture with social continuity - threat to itself or to society. Whether it is because the young individuals deviate from their path towards social integration - by problems located in the individuals or in the institutions in charge of their socialization or by an anomaly of the social system itself - or because a group or youth movement proposes or produces transformations in the social order or because a generation threatens to break with the transmission of cultural heritage (ABRAMO, 2000).

It is also necessary to know and understand the concept of youths in the health scenario. One thing that is known is the importance of recognizing ruptures not only from a negative point of view. On the contrary, it is necessary to go further, understanding that there is no homogeneous reality for the young, and there are youth groups included within a heterogeneous group of young people in their different realities, and that contexts can produce heterogenic groups capable of revealing the potentialities of these subjects by the diversity that is found in a given territory. Instead of being associated with a collaborative dimension, these peculiarities pass into the field of competition in the different portions of opportunities, difficulties, facilitators, and power that permeate societies. Thus, youth as a concept is understood as a social construction produced from a society originated from the multiplicities of ways to see young people, their stereotypes, historical moments, multiple references, as well as different and diversified situations of class, gender, ethnicity and group (OLIVEIRA; TOMAZETTI, 2012). In this context it is possible to envisage in the MP the extension of the term "Youth" to "Youths", and this pluralization represents the understanding of the existence of the various youth groups that make up youth. This concept takes into account the singularities of individuals belonging to the young group. With particularities, it is meant opportunities, singularities, historical moment, group, ethnicity and gender. The plural reference to Youth is the recognition of the specific weight of young people who are distinguished and identified in their many dimensions, such as gender, skin color, class, place of residence, daily life, and future projects (IBASE, PÓLIS, 2005, p.8). The understanding of being young and of feeling of youth highlights the perception about the elements "opportunities, singularities and historical moment", and the influence on the inequality between peers, development and realities of each individual. Among the multiple realities, young people face a set of opportunities and challenges that can shape their trajectory, and this idea goes against meritocracy in their perspective of possible achievements for all depending on their effort.

Youth have different meanings for people of different socioeconomic strata, not being lived and experienced equally by all, considering here another assumption that bases the use of the term youths in the plural. However, there is no appeal for a fragmented vision by types of youth, and it is emphasized that there are elements common to all young people (UNESCO, 2004). Among the similarities, the following can be highlighted: the search for the new; the search for answers to previously unknown situations and contexts; the play with dreams and hope; uncertainty regarding the challenges imposed or inspired by the adult world (SANTOS, 2012). The elements group, ethnicity and gender support the interpretation of symbolic dimension and self-image. It means to say that young people have in these elements the base of their construction as a youthful symbol, the way they perceive themselves as subjects in their images. It is determined here to which group they belong, in which place these young people feel welcomed, being this perception altered according to the place that these young people occupy. In countries such as Brazil, ethnic and gender segregation are still very strong, imagining that the experimentation of various discoveries is influenced by power relations, gender issues, values, cultures, behaviors, political, economic and spiritual contexts, race/color issues and models of society in which one perceives the distinction between being part of a group, influencing this idea of belonging and acceptance. It is also worth noting the historical context of disparities between rights and duties for men and women, where gender issues are already determinant here on the belonging to certain youth groups and societies that have a patriarchal and machismo model, although rights are legally guaranteed, in practice there are gaps in their guarantee (AMARAL, 2017).

Given this view, it is possible to understand that the youths go beyond a single block of meaning, in which age is the predominant factor. We must move from a cut to a multiplicity of looks and conceptions. Although youths are introduced to a new understanding of subjects in their specific social demands, this concept does not exclude biological factors, and even though their body identifies changes to be clarified. The CM demonstrates in a schematic way that the passing of concepts between Adolescence, Youth, and Youths adds elements to be understood in its conception without opposing the elements of the previous concept. Thinking about these multiple issues, nursing care for adolescences and youths should consider epidemiological, social and cultural issues, contemplating intersectoral policies that reach their needs in a transdisciplinary perspective, valuing the individuality, subjectivity and demands presented.

Final Considerations

The construction of a CM as a learning technique proved to be an important indicator of the concepts learned, establishing the possibility of clarifying definitions and integrating new knowledge with previous ones by establishing interrelationships, allowing the authors to clarify concepts and direct their own knowledge in the identification of relations and similarity between the concepts used. The strategy of using CMs elaborated by nursing students with the support of the CmapTools Software allowed a better organization of data and visualization of the information found, with the possibility of editing the version of the CM, allowing for malleability in the construction of relations between concepts as presenting information, generates new interpretations about the

knowledge coming from the experience with the subject analyzed. In this study, the importance of associating strategies to develop critical thinking skills in understanding the dynamics of the concepts Adolescence, Youth and Youths is highlighted. Therefore, it is necessary above all that nurses discern these concepts and take their understanding beyond the biological field, having as parameters questions related to the interaction of the young being with the social determinants and the production of subjectivities that models him as a subject.

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