



RESEARCH ARTICLE

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## ACTIVE METHODOLOGIES IN THE PROCESS OF HEALTH EDUCATION: TOOLS USED BY NURSES IN PREVENTING HUMAN PAPILLOMAVIRUS IN A MUNICIPAL SCHOOL IN ANANINDEUA, PARÁ, BRAZIL

<sup>1,\*</sup>Letícia Gomes de Oliveira, <sup>1</sup>Maria Josilene Castro de Freitas, <sup>1</sup>André Carvalho Matias, <sup>2</sup>Aline da Silva Abreu, <sup>2</sup>Felipe Souza Nascimento, <sup>2</sup>Tayna de Oliveira Lemos, <sup>3</sup>Renata Valentim Abreu, <sup>3</sup>Rafaela Cristina Maciel Ferreira, <sup>3</sup>Thatiane Cristina da Anunciação Athaide, <sup>4</sup>Elizabeth Franca de Freitas, <sup>4</sup>Darlene Dias de Sousa Duarte Oliveira, <sup>5</sup>Dayara de Nazaré Rosa de Carvalho, <sup>6</sup>Fernanda Araújo Trindade, <sup>7</sup>Mônica Custódia do Couto Abreu Pamplona and <sup>8</sup>Ivonete Vieira Pereira Peixoto

<sup>1</sup>Nursing Graduate, Faculty of Education Paraense, Belém, Pará, Brazil

<sup>2</sup>Nursing Graduate, Faculty Estacio of Castanhal, Castanhal, Pará, Brazil

<sup>3</sup>Nursing Graduate, University of Amazon, Belém, Pará, Brazil

<sup>4</sup>Nursing Graduate, Federal University of Pará, Belém, Pará, Brazil

<sup>5</sup>Nurse, Graduate Student in Nursing at PPGENF State University of Pará, Belém, Pará, Brazil

<sup>6</sup>Nurse, Graduate Student in Nursing by the State University of Pará, Belém, Pará, Brazil

<sup>7</sup>Doctor in Biology of Infectious Agents and Parasitological, State University of Pará, Belém, Pará, Brazil

<sup>8</sup>Doctor in nursing, State University of Pará, Belém, Pará, Brazil

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### ABSTRACT

Educators are keystones to the development of critical and skilled citizens, contributing to the maintenance and quality of life of the students and the community. In this sense was created in school Health program which aims at integrating education and health through trained professionals about the actions of health education. The work aimed to show the importance of vaccination against HPV (Human Papilloma Virus), the risks, transferability and prevention, educational activities have been developed through games and quizzes in a municipal school in the neighborhood of Guanabara, Ananindeua-PA. Concluded that it was possible to identify the level of knowledge of students about sexually transmitted infections (STI) and the need of nurses in schools, even in the process of health education.

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### INTRODUCTION

The School Health Programme, is a policy that relates the Ministry of health and the Ministry of education, was established in 2007, by presidential decree and readjusted in 2013 passing to include students from all schools of public education, including under agreements such as nurseries, pre-school, elementary school, high school and adult and youth education in the country (BRASIL, 2013).

**\*Corresponding author:** Letícia Gomes de Oliveira, Nursing Graduate, Faculty of Education Paraense, Belém, Pará, Brazil.

Health and education are areas of formation and execution of knowledge intended for human development, whose convergence between these two spheres, implies the educational action, which is based on vocational training, referring to the nursing care and identification of educational sectors able to potentiate this practice (ACIOLI, 2008). The Swiss biologist Jean Piaget (1896-1980) highlighted the importance of learning games noting that they enable the development of facilities for learning and living, enabling the student to obtain the domain and intelligence.

With this, the school and the content end up having greater sense for the student (GOULART, 2007). One of the most, the disease known as *Condyloma acuminata*, genital wart or cockscomb, whose Etiologic Agent is the human papillomavirus (HPV) is a virus of the family Papovaviridae. There are more than 100 genotypes, but the transmission of HPV in the genital tract occurs by 36 genotypes that occurs during direct contact with infected skin and through sexual intercourse and may cause damage to the urogenital tract, there are also studies that demonstrate the presence of viruses on the skin and in the first part of the digestive system (BRASIL, 2014). According to Pinto (2011) in the city of Bethlehem the prevalence of genital wart was 15% in women with normal cytology. In 2017 the Ministry of health released a report which showed that 50.4 percent of between 16 and 25 belenenses years old are infected with HPV, despite the high incidence, Bethlehem stands out as the seventh capital with the lowest prevalence of HPV behind the national average: 54.6%.

Vaccines are crucial in the prevention of infection by this virus, especially when administered early sexual life-related, because teenagers and pre-teens acquire good immune response. The vaccine is recommended for young people who have not yet started this activity, with 12 years and shall commence from the 9 years (BRASIL, 2017). However, according to the Secretary of State for health (2018), since the incorporation of the HPV vaccine in the national calendar, coverage with two doses is only 36.5% among girls 9 to 14 years, and 33.9% among boys, 12 and 13 years of in Para. This study had relevance because it was held in a school, teaching environment and place conducive to the practice of health education, since it is the place where children and adolescents spend much time of your day and highlight the importance of health professionals in the school environment. Given this, this work had as objective to carry out health education about HPV infection, by means of active methodologies, with students of the Municipal School of basic education Lúcia Wanderley, in the municipality of Ananindeua, PA.

**Description of the experience:** Descriptive, exploratory study of type case studies, developed the day 25 may 2017. Data collection was carried out by academics from the nursing course, with the support and assistance of professional degree. The population of the project included students who were present and agreed to participate in the research. There were 40 students of both sexes, the eighth and ninth year of the afternoon, Municipal elementary school Lúcia Wanderley, excluding those who were not present at the time of the action or did not accept to participate in the research. The participants of the study, it was explained, in simple language, the purpose and significance of the research.

Information was held in two phases. Initially there was a brief orientation about HPV with the students, through oral exposure, with the aid of visual structures that represent the male and female genitalia made of styrofoam, as shown in Figure 1. Then came the game called "trail of the HPV" based on the work of Figueiredo (2014). With the participation of 40 students where the questionnaire was drawn up on the basis of the practical guide about HPV from the Ministry of health (2014) about the HPV infection. We used the structure of the floor of the school made of Flagstone and separated in two ways, which divided the class into two groups, and each group had a captain and a pawn and others helped the pawn to respond correctly. Was used a container with the corresponding numbers the questions (Figure 2).



Figure 1. Field research, 2017



Figure 2. Search field, 2017

The questions were multiple choice, regarding the level of knowledge about HPV. The topics covered in the questionnaire included: definitions, Etiologic Agent, modes of transmission, symptoms and virus prevention. The pawn sorteava questions, read the question and could ask for help from the captain and your group, according to the responses, the pawn progressed the number of corresponding houses the issue, as shown in the Table 1. It was possible to observe students satisfaction and to realize that there was interest, enthusiasm and desire to finish the game. The teenagers were able to absorb the information, clarifying your questions and participating in recreational activity, requiring knowledge of the topic. The game provided a moment of relaxation and interaction between students, facilitated and encouraged learning that students have struggled and were attentive always attempting to settle the issues.

## RESULTS AND DISCUSSION

According to the Ministry of Health (2010) the school is considered the transition space between the House and the wider world, is a place where the vast majority of teenagers spend part of your day, and may clear up your questions, chat and learn about numerous themes, including sexuality. For Gubert, et al. (2009), the school environment is a prime location for the development of knowledge and skills with the school community, aiming to guarantee changes in behaviour. In this way, showed that during the explanation, the students remained shy and reserved, but friendly. So, it was noticed that students already know or have heard about HPV and its risks, having featured for some questions asked by participants regarding the transmission of the virus by practice of oral sex,

**Table 1. Questions used and number of houses to be advanced**

Questions used on the trail	Number of houses to be advanced
1. What is HPV? a) a group of bacteria; b) a group of fungi; c) a group of viruses.	1houses
2. How HPV is transmitted? a) Through saliva; b) through sexual contact; c) through food deteriorated.	1houses
3. The main manifestations of HPV are: a) diarrhea; b) genital warts and/or mouth; c) bleeding.	1houses
4. The untreated HPV lesions can develop into: a) a cancer; b) a seizure; c) anemia.	2houses
5. How many types of HPV exist? a) Only 1; b) 18; c) more than 100.	2houses
6. How many types of HPV can cause cancer? a) 13; b) none; c) 100.	2houses
7. In women, what is the most common type of cancer that HPV can cause? a) Lung cancer; b) cervical cancer of uterus; c) breast cancer.	2houses
8. In men, what type of cancer most common HPV can cause? a) Penis cancer; b) prostate cancer; c) liver cancer.	2houses
9. A form of HPV prevention is through: a) Use of contraceptives; b) condom use; (c)) use of sunscreen.	1houses
10. Which examination women must do to find out the cancer of cervix of uterus? a) Mammogram; b) endoscopy; c) Pap smear.	1houses
11. The vaccine is available in SUS for girls: a) 11 to 13 years; b) the 16 to 13 years; c) the 15 to 17 years.	2houses
12. How many doses of vaccine are required to take? a) a dose; b) two doses; c) three doses.	2houses
13. The vaccine protects against how many types of HPV? a) Only 1; b) 4 types; c) 13 types.	2houses

to which some students didn't know was possible contagion for this mode and doubts as to the use of birth control, some girls believed that the medicine was a mode of prevention against ISTs, emphasizing the importance of addressing on issues linking menstrual cycle, birth control and pregnancy in adolescence. The game has facilitated and encouraged the learning and attention interactively and relaxed, as the results show that most of the questions were answered correctly, demonstrating the attention that the students had during the explanations about the disease and your commitment always attempting to settle the issues. In addition, the game provided a moment of relaxation and interaction between students, breaking the tense atmosphere that was as if arguing about sexuality.

The students had a good performance during the activity. However, as Gavidia square (2009) health education is not limited to the transmission of knowledge, this is the modification or strengthening healthy lifestyles, however, these pipes do not develop and consolidate in the absence of an environment that propitiate. Therefore, the action reached the goal initially proposed by the practice, since it can contribute, even if subtly, to appreciation of the lives of these students, encouraging the modification for healthy lifestyle, respect, care for the body and the healthy experience of sexuality, seeking thus to minimize the alarming rates of sexually transmitted infections in teens in the State of Pará, cited at the beginning, because according to the Ministry of health the more knowledge the teenager own, smaller are the chances of such events.

### Conclusion

From the comments it was possible to conclude that this activity is effective to minimize fears and doubts related to myths that permeate about condom use and the importance of maintaining up-to-date vaccination being portfolio resources more reliable for the prevention of sexually transmitted infections. In this way, dynamic games and activities constitute an important alternative in the teaching process, and when related to matters of Sexualities that mess with the imagination

of young people, know how to use this tool is paramount to facilitation of learning in health and which can provide a significant knowledge and a better relationship between students and teachers. Thus, students met activity a little bit better some aspects of HPV, learning preventive measures on this disease.

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