ABSTRACT
Objective: examining scientific evidences about educational practices for adolescents in the theme of STIs / HIV and AIDS. Method: an integrative review with a view to answering the question << What activities in health education are being conducted with adolescents in the theme of STIS/HIV and AIDS? >>. There were collected articles in English, Portuguese or Spanish, in the period 2005-2009, from LILACS, ADOLEC and BDENF. The articles were preselected by reading the titles and abstracts; then were read in full and applied the adapted version of the Critical Appraisal Skills Programme/CASP to assessing methodological quality. Results: educational practices are based on dialogical, problem-solving and processors ideal, allowing the teenager to exposing their ideas, doubts and rethinking their attitudes. Conclusion: further studies should be conducted to increase the scientific evidence, and thus, to support new educational practices aimed at teenagers, encompassing the themes of STIS/HIV and AIDS.

RESUMO
Objetivo: analisar evidências científicas sobre práticas educativas voltadas para adolescentes na temática das IST/ HIV e AIDS. Método: revisão integrativa com vistas a responder à questão << Que atividades em educação em saúde estão sendo realizadas com os adolescentes na temática das IST/ HIV e AIDS? >>. Os artigos nas línguas inglesa, portuguesa ou espanhola, no período de 2005 a 2009, foram coletados das bases de dados LILACS, ADOLEC e BDENF. Os artigos foram pré-selecionados por meio da leitura dos títulos e resumos; em seguida, foram lidos na íntegra e se aplicou o instrumento adaptado do Critical Appraisal Skills Programme/CASP para avaliar a qualidade metodológica. Resultados: as práticas educativas baseiam-se em ideais dialógicos, problematizadores e transformadores, permitindo o adolescente expor suas ideias, dúvidas e repensarem suas atitudes. Conclusão: mais estudos devem ser realizados para aumentar as evidências científicas, e assim subsidiar novas práticas educativas voltadas para adolescentes, englobando as temáticas das IST/ HIV e AIDS.

ENGLISH/PORTUGUESE

INTEGRATIVE REVIEW ARTICLE

TEEN SEXUAL HEALTH PROMOTION: INTEGRATIVE REVIEW

PROMOÇÃO DA SAÚDE SEXUAL DE ADOLESCENTES: REVISÃO INTEGRATIVA

PROMOCIÓN DE LA SALUD SEXUAL DE LOS ADOLESCENTES: UNA REVISIÓN INTEGRADORA

Karenina Ellice Guimarães Carvalho1, Natália Oliveira de Freitas2, Josueida Carvalho de Souza2, Camilla Pessão Santos3, Elisandra Cristina de Souza Barbosa3, Edinaldo Cavalcante de Araújo4

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Descriptors: Health Education, Adolescents, AIDS.

RESUMEN
Objetivo: analizar la evidencia científica sobre las prácticas educativas para los adolescentes en el tema de las IST/ VIH y SIDA. Método: revisión integradora con el fin de responder a la pregunta << ¿Qué actividades de educación para la salud están llevando a cabo con los adolescentes en el tema de las IST/ VIH y SIDA? >>. Se obtuvieron artículos en inglés, portugués o español, en el periodo 2005-2009, de LILACS, ADOLEC y BDENF. Los artículos fueron preseleccionados por la lectura de los títulos y resúmenes; a continuación, se leyeron en su totalidad y se aplicó la versión adaptada de la Evaluación Crítica Habilidades Programa/CASP para evaluar la calidad metodológica. Resultados: las prácticas educativas se han basado en dialógico ideal, resolución de problemas y los procesadores, lo que permite al adolescente para exponer sus ideas, dudas y repensar sus actitudes. Conclusión: se debe realizar estudios para aumentar la evidencia científica, y por lo tanto, para apoyar nuevas prácticas educativas orientadas a los adolescentes que abarcan los temas de IST/VIH y SIDA.

Descriptors: Educación para la Salud; Adolescentes; SIDA.

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Carvalho KEG, Freitas NO de, Souza JC de.
INTRODUCTION

Adolescence represents a period of profound biopsychosocial changes, especially related to sexual maturation and the pursuit of adult identity. This stage is characterized by intense growth and development, manifested by striking anatomical, physiological, psychological and social transitions, which eventually influence the natural process of its development, and may cause the adolescent feel the need to try behaviors that leave them more vulnerable to risks for their health, including sexuality issues.

The World Health Organization reveals that most adolescents start their sexual life earlier and earlier, most between 12 to 17 years old. Often do so without the slightest information about safer sex practices by adopting sexual practices and/or behaviors that leave them under increased vulnerability to sexually transmitted infections (STIS), the human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS). It is noteworthy that between the ages of 20 and 29, the numbers diagnosed were around the 42,097 cases seen disturbing fact that the approximate interval between HIV infection and the onset of clinical manifestations of the disease corresponds to ten years, it can be inferred that the contamination occurred in the latter group during adolescence. Against this background, HIV infection among adolescents is considered a serious public health problem, alluding to the need for AIDS prevention programs and more efficient educational activities, to ensure the exercise of adolescent sexuality in conscious and responsible.

Shares of Health Education are understood as an important part of prevention, and that the practice should be concerned with the improvement of living conditions and population’s health. Individuals will then be able to modify behaviors, practices and attitudes, and being health education a tool for the acquisition of autonomy to identify and utilize ways to improve the living conditions.

With respect to educational activities directed to the hebiatic public, it must include sexual and reproductive health, doubts and fears about the health issue addressed, and the identification of the cultural context in which the adolescent is inserted, since strategies must match reality so to take effect. However, some studies show the need to adopt more efficient activities earlier because some results show the limits of information or insufficient and incorrect knowledge of preventive practices regarding the acquisition of STIS by teenage audience.

Given this context, the following guiding questions emerged: “What health education activities are being conducted with adolescents in the theme of STIS/HIV and AIDS?” “Is there the use of some methodology guiding the actions?” “The proposed activities achieved positive results?” “What is the dynamic behavior of the teenage audience?” “Thus, it has felt necessary to carry out the present study to examine scientific evidences about facing adolescents in the theme of STIS/HIV and AIDS educational practices.

Conducting studies that seek to group practices in health has the advantage of being able to refocus their senses, facilitating educational activities and the role of health professionals such as nurses, with the goal of encouraging implementation of such practices, since they are essential tools for health promotion. The study can stimulate the creation of new health activities that go beyond the prevention of disease processes, extending from the development perspective of solidarity and citizenship.

METHOD

Extracted from the dissertation << Nursing care to adolescent health: health education strategy >>, presented at the Postgraduation Program in Nursing, Federal University of Pernambuco/PPGENF/UFPE. Recife (PE), Brazil/2012.

A bibliographical study, of integrative literature review type, which provides a synthesis of knowledge and the incorporation of the applicability of results of significant studies in practice. And it is still a wide type of research review, as it allows the simultaneous inclusion of experimental and non-experimental studies, theoretical or empirical data, thus enabling a greater understanding of a health phenomenon.

For the survey of articles on literature, it broke the following guiding question: << What activities in health education are being conducted with adolescents on the topic of STIS/HIV and AIDS? >> Held quest for online access to databases: Literature Latin American and Caribbean Health Sciences (LILACS), ADOLEC Data Base and Data Base of Nursing (BDENF), using advanced forms available in these bases. Health education,
adolescent, and AIDS: With the purpose of selecting the articles related to the topic of the study, the following standardized descriptors were defined by MESH (Medical Subject Heading) and DeCS (Descriptors in Health Sciences). There were adopted research strategies X, Y, Z and W, whose combinations of descriptors were as follows, respectively: health education AND AIDS AND adolescents; health education AND AIDS; health education AND adolescents; adolescents AND AIDS.

Inclusion criteria set for the selection of the articles were: Articles of quantitative, qualitative, and quantitative and qualitative approach published in LILACS, ADOLEC and BDENF; articles published in English, Portuguese or Spanish language in the period from 2005 to 2009 and that the full texts were available in electronic media. Regarding the theme, the educational activities described in articles should have been made in Brazilian territory. Not used manuscripts on books, book chapters, conference abstracts, proceedings, editorials, dissertations, government programs and reports, and review articles. The articles were preselected by reading the titles and abstracts, then subjected to reading in full, in order to verify the adequacy mentioned inclusion criteria, and included studies applied instrument adapted from the Critical Appraisal Skills Programme/CASP (http://library.kent.ac.uk/library/info/subjecgt/healthinfo/atapprais.shtml) to assess their quality.

This instrument consists of 10 items that count (maximum 10 points), comprising: 1) Objective of the study, 2) Adequacy of the methodological design of the study question, 3) Justification of the methodological procedures, 4) Criteria for sample selection, 5) Details of data collection, 6) Relationship between researcher and researched, 7) Considerations concerning ethical issues, 8) Rigorous analysis of data, 9) Property in the presentation and discussion of results, 10) Value of research: note contributions, limitations and needs for further researches.15

The studies were classified into two categories, according to the score obtained by the application of the instrument: A) 6-10 points - studies of good methodological quality and reduced bias and B) at least 5 points - studies with methodological quality satisfactory but with potential increased bias.15

Then it proceeded to the analysis and synthesis of data extracted from the articles that have been performed in a descriptive way, allowing observing, and count, describing and classifying the data in order to gather the knowledge produced about the theme explored in the review. Data collection occurred during the month of June 2010, during the course of Health Education and Nursing, the College of Graduate Nursing - Academic Master's level, the Center for Health Sciences, Federal University of Pernambuco/PPGENF/CCS/UFPE.

RESULTS

Table 1 presents the results of the search strategies, being the letter W that recovered a larger number of articles. The articles found in each base underwent pre-selection, as Table 2.

<table>
<thead>
<tr>
<th>Search strategies</th>
<th>Keywords used</th>
<th>Articles at LILACS</th>
<th>Articles at ADOLEC</th>
<th>Articles at BDENF</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Education in health AND AIDS AND adolescent</td>
<td>6</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Y</td>
<td>Education in health AND AIDS</td>
<td>28</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Z</td>
<td>Education in health AND Adolescent</td>
<td>64</td>
<td>54</td>
<td>18</td>
</tr>
<tr>
<td>W</td>
<td>Adolescent AND AIDS</td>
<td>103</td>
<td>78</td>
<td>35</td>
</tr>
<tr>
<td>Total of articles</td>
<td></td>
<td>201</td>
<td>147</td>
<td>61</td>
</tr>
</tbody>
</table>

Legend: The search for items held in the databases LILACS, ADOLEC and BDENF through strategies (X, Y, Z, and W) which combine the keywords health education, AIDS and adolescent.

<table>
<thead>
<tr>
<th>Database</th>
<th>Found</th>
<th>Pre-selected</th>
<th>Excluded</th>
<th>Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>LILACS</td>
<td>201</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>ADOLEC</td>
<td>141</td>
<td>13</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>BDENF</td>
<td>61</td>
<td>9</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Total of articles</td>
<td>403</td>
<td>32</td>
<td>20</td>
<td>12</td>
</tr>
</tbody>
</table>

Legend: The articles found through a pre-selection, which included 12.

It was applied, then the instrument for assessing the methodological rigor to 12 articles included; nine articles obtained concept B and three the concept A, being the latter used as a sample for analysis, as presented good methodological quality. The three articles were in English, worked with qualitative methods, focusing on the thematic content analysis, two were published in Journals of Nursing in 2008.
DISCUSSION

The studies found have indicated that health education activities which address the issue of prevention against STIS/HIV and AIDS depend on dialogue and interaction process, enabling teens reflect on their practices and thus acknowledge the acts, generating attitudes more healthy and safe.

This theme refers to freirean guidelines followed by popular movements in health education, who value dialogue and the exchange of knowledge and experiences between professionals and people, encouraging autonomy in health care and community participation in the control and supervision of the service health. These activities result in empowering the population, which would be more autonomous in building improvements to their quality of life.16

The movements are still employing processes of formation and training of a political class perspective, linked to organized action of the people to achieve the goal of building a new society according to their interests, then helping the humbler classes in achieving its autonomy and rights17. Therefore, educational activities for the adolescent population should also be constructed from ideal liberators, basing on the questioning, reflection and awareness for change of reality.16

Another obvious factor is that research in educational activities with teenagers follows a strategy of group formation, the orientation of the Ministry of Health.18 In the group, the teenager comes into contact with a space for the formation of a new identity, albeit intermediate between the family and society, he can try and pursue new roles. The young, when they are not in groups, they feel exposed and insecure, but group become confident, since they minimize feelings of shame, fear, guilt or inferiority.19

A study presented the experience of the Critic-Emancipatory Workshop, which acts as a tool to transform and intervene in the psychosocial context, expanding cognitive, emotional and social aspects of the participants. Articulates subjectivity, rationality, personal experience and knowledge of individuals, and the relationship between them and the coordination occur in a horizontal way, no hierarchy of power, resulting in an environment conducive to reflection. This ensures the redemption of existing knowledge, allowing the manifestation of feelings relating to livings, which facilitates the expression and interpersonal communication, and encourage discussion of content, forming individuals with critical awareness of their attitudes.20

The workshops were organized in a non-governmental organization assisting children and adolescents in the city of Belo Horizonte (Minas Gerais) and offered spaces for discussion of sexuality important for current and future life issues, acting as a space for dialogue and personal growth, and influencing the construction of personality. At first, there was resistance by some participants, especially the male, but with the experience of dating, teens felt empowered and become multipliers in social spaces.20

Other authors report the realization of Culture Circles, with female adolescents in an Elementary School and medium in Fortaleza/CE. The Culture Circle allows teens to dialogue openly about their lives, favoring rapid learning, contextual reality in which there is an interrelationship that provides freedom and critical issues discussed. This provision creates a horizontal circle in the discussions, namely, all have equal rights to participate in discussions without establishing hierarchies.9 Dialogue on the Culture Circle allowed the discussion of topics related to the life of teenagers, but also to their social bond, influencing the reflection of the reality experienced. Participants adopted a dynamic active during the meetings, since the subjects were part of his everyday life.9

The last activity to be reported is the experience of “Youth on Duty.” The Young Duty (PJ) is an in pair education strategy, articulated to provide services aimed at teenagers and youths in specialized health services for sexually transmitted diseases and AIDS (STD/AIDS) linked to the Municipal Health Secretary of São Paulo21. Still focuses on cultural, economic, political and moral aspects that influence risk behavior in order to produce a social response capable of transforming contexts.21

The on-duty actualize dialogue with teens of the communities served by conducting awareness activities regarding the prevention of STD/AIDS, making the reception and distribution of condoms to hebiatric public. Some groups have this public resistance to initiatives on duty, but the recognition of the purpose of their activities (prevention and protection to STIS/HIV and AIDS) is an expression of mobilization and transformation capacity of traditional cultural values concerning the exercise of sexuality. The young man on duty becomes a reference to the sexual health of adolescents in the comunity.21
CONCLUSION

The research revealed that the educational practices are based on ideal dialogical, problem-solving and transformers. Such practices provide adolescents express their ideas, representations, questions, mindsets, and through dialogue with health professionals or couples rethink their attitudes, incorporating more critical and transformative that contribute to better their quality of life attitudes.

The traditional model of education in health, in which knowledge is transmitted to the public in the manner prescribed, freak out little effect change to healthier behaviors. The actions of health education should promote conditions that act on the individual, increasing its potential (empowerment), forming a collective and participatory consciousness in society.

It is suggested that further studies be conducted to increase the scientific evidence, and thus to support new educational practices aimed at teenagers, encompassing the themes of STIs/HIV and AIDS.

REFERENCES


