ABSTRACT

Objective: to describe the experience of using an educational game in the nursing teaching of public health.

Method: a descriptive study of type experience report concerning the use of an educational game with the nursing students of Public Health I subject of the Federal University of Campina Grande/UFCG, campus Cajazeiras/Pb. Results: it was perceived to develop skills in students, such as positive interpersonal relationships; team work; making group decision; leadership; creativity; flexibility; commitment; and communication. Conclusion: games provide the motivation of students causing them to be involved as active actors in the teaching-learning process.

Descriptors: Public Health; Education; Nursing students.

RESUMO

Objetivo: descrever a vivência na utilização de um jogo educacional no ensino da enfermagem em saúde coletiva.

Método: estudo descriptivo, do tipo relato de experiência, a respeito da utilização de um jogo educativo junto aos discentes de Enfermagem da disciplina Saúde Coletiva I da Universidade Federal de Campina Grande/UFCG, campus Cajazeiras/Pb. Resultados: percebeu-se o desenvolvimento de competências nos alunos, tais como relações interpessoais positivas; trabalho em equipe; tomada de decisão em grupo; liderança; criatividade; flexibilidade; compromisso; e comunicação. Conclusão: jogos proporcionam a motivação dos estudantes fazendo com que se envolvam como atores ativos do processo ensino-aprendizagem.

Descritores: Saúde Pública; Educação; Estudantes de Enfermagem.

RESUMEN

Objetivo: describir la experiencia en la utilización de un juego educacional en la enseñanza de la enfermería en salud colectiva.

Método: estudio descriptivo, del tipo relato de experiencia, sobre la utilización de un juego educativo junto a los discentes de Enfermería de la disciplina Salud Colectiva I de la Universidad Federal de Campina Grande/UFCG, campus Cajazeiras/Pb. Resultados: se vio el desarrollo de competencias en los alumnos, tales como relaciones interpersonales positivas; trabajo en equipo; toma de decisiones en grupo; liderazgo; creatividad; flexibilidad; compromiso; y comunicación. Conclusión: juegos proporcionan la motivación de los estudiantes haciendo con que los mismos sean envueltos como actores activos del proceso enseñanza-aprendizaje.

Descritores: Salud Pública; Educación; Estudiantes de Enfermería.
INTRODUCTION

Historically, the training of health professionals, as well as Nursing, has been based on using traditional methodologies, under a strong influence of mechanism of Cartesian inspiration, fragmented and reductionist. In this sense, the process of teaching and learning has been restricted, many times to the reproduction of knowledge, in which the teacher assumes a content transmitter role with expository classes, while the student has to retain and repeat in a passive, receptive and sold, or even breeding attitude, becoming a mere spectator without the necessary criticism and reflection.

To break this paradigm, the teacher should be presented as a facilitator of the relationship between the student and knowledge, promoting constructivist practices that seek the empowerment of the student. One of the strategies that can be used to consolidate a constructivist education is the use of educational games, as they stimulate the establishment of better relationships between teacher, student, and knowledge.

In this relationship, learning needs of motivational stimulus for a deep involvement⁴, being possible by educational games. These games can be the most reliable expression of the playful, which reflects a space where rationality and sensitivity are present, increasing social-affective, cognitive skills and emotional intelligence.⁵

The range of information in these games promotes internalization of information and enhances learning, since the sensory stimulus are enhanced, promoting and maintaining the attention of the student interest. In addition, educational games favor the understanding of contents, providing significance of complex scenarios, fostering creativity, decision making, active participation, critical thinking, teamwork, and happy to learn.³⁴

There are some constraints in implementing these strategies for lack of teachers or lack of encouragement of educational institutions, restricting a vertical model of education. Thus, there is the need to build new teaching models in Brazil, since there are limitations to compliance by the State of public services guarantee public health for the population with quality, which may be a reflection of these weaknesses in professional training. It is believed that these limitations can be addressed through the construction of new models of training people, helped by educational games. These training models should aim at certain skills such as teamwork, creativity, autonomy, resoluteness and commitment, which are essential in public health.⁶

This study is considered of fundamental importance, as it contributes to the development of educational strategies that foster skills for academic students, since these skills are often no longer work in the institution, resulting in an uncompromising professional with the philosophy of public health. Thus, renovation methods such as educational games, can arise as facilitators in the development of certain skills needed to work in this area. Therefore, the objective of this study is to describe the experience in the use of an educational game in the nursing teaching of public health.

METHODOLOGY

Descriptive study of type experience report about the use of an educational game with the nursing students of Public Health I subject of the Federal University of Campina Grande (UFCG) campus Cajazeiras.

The implementation of the game was held with a group of 21 students of the fifth semester of the undergraduate Nursing, in December 2013. The material built was called “Public Health Game”, a non-digital educational game board type.

To prepare the game, the following theoretical references were used: Ordinance number 2488 of 21 October 2011⁹; Work processes in Nursing¹⁰; Health: mapping Live Work¹¹; History of Public Health Policies in Brazil¹²; Constitution of the Federal Republic of Brazil¹³; Law number 8080/90¹⁴; Law 8142/90¹⁵; Operational Norm of Health Care - NOAS-SUS 01/02¹⁶; and Public Health: building a new nursing model¹⁷.

THE EXPERIENCE

The Nursing students of the subject Collective Health I of the Federal University of Campina Grande (UFCG), campus Cajazeiras-PB, have access to the contents of this area in the third year of graduation. The knowledge accumulated by the students in the first two years is essentially characterized by a positivist content, as the first course subjects are predominance of the biological sciences over the humanities and social sciences.

The dichotomy promoted by distancing these sciences hinders the formation of necessary skills in human relationships, which will reflect in future nursing practice. Thus, while the student begins his contact with interactionists’ technologies in the study of Public Health, there is the challenge giving
skills to the students who have not worked before with intensity.

It was noticed, through verbal report of the students that they had difficulties regarding the contents that were being taught in the classroom. In addition, during exposure of the lectures, students could not answer questions about the subject matter, since they had weaknesses of previous knowledge necessary for understanding the analyzed content. Therefore, there were ideas to work with new educational methodologies, culminating in the formation of the “Public Health Game”, a game that provides interaction, dynamism and creativity in building new knowledge.

The game covers three thematic categories: Nursing Work Process in Public Health; History of Public Policy in Health; and Health Law. The material has eighteen cards, and each one has one of the above categories.

Below the category, there are ten numbered tips indicating the question that should be answered. The answer to be discovered is in the card. The group’s time will be helped by the clues to discover the answer.

At first, the classroom was divided into three groups (with seven participants each group), all with their respective leader, which was chosen by the group itself. On the board, the first team choose a number from one to ten, which corresponds to the numbering of the tip in the card.

The group leader who is a mediator should read the option that has been selected by the team. If the team guess the answer, they win the round and advances the number of homes inversely proportional to the number of tips used, that is, the greater the number of options chosen to answer, the lower the amount of houses they move on the board.

In each round there is a constant (ten), corresponding to the amount of tips of the cards, which at the end will be subtracted from the number of options used to answer, and the result of this subtraction corresponds to the number of houses to be advanced.

If the team do not know the answer, they have the right to choose another tip, and so on. The number of tips that the team uses is the number of houses that the mediator group will walk on the board. The first getting at the end of the board game is the winning group.

During this activity, there was notorious involvement of the participants in finding the right option. Scientific discussions raised, rescuing the themes of classes taught previously, encouraging the aggregation of knowledge among members, thus promoting teamwork, communication and decision making.

In the end, the students’ motivation for taking part in an educational activity in which they were involved as active actors in the teaching-learning process was highlighted.

**FINAL REMARKS**

From this report, it was revealed the development of skills in students, such as positive interpersonal relationships; team work; making group decision; leadership; creativity; flexibility; commitment; and communication. Moreover, there was the internalization of the contents taught in the classroom, promoting student learning.

The development of skills that this game provides enables to work this methodology in teaching, encouraging Brazilian teachers to adopt similar strategies to “Public Health Game” in their classes. In the research examining the effectiveness of this methodology in future interventions; and in health care through continuing education, in partnership with the departments and health managers.

It was shown great receptivity of students and considered by them as an innovative activity that should be applied more often in the academic environment. The limitation in this study was the fact that this work has been developed only in one classroom, not being ideal to generalize the findings of this draft. Thus, it is necessary to develop proposals for new studies to intervene in situations where there are still educational practices traditional, which limit training, directing students to a submissive and passive practice through their daily life.

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Educational games in nursing teaching of public health...

Submission: 2014/06/07
Accepted: 2015/08/20
Publishing: 2015/09/01

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