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NOTE PREVIEW ARTICLE

VALIDATION OF EDUCATIONAL MATERIAL AS A PEDAGOGICAL TOOL ON CONTRACEPTIVE METHODS FOR ADOLESCENTS

VALIDAÇÃO DE MATERIAL EDUCATIVO COMO FERRAMENTA PEDAGÓGICA SOBRE MÉTODOS CONTRACEPTIVOS PARA ADOLESCENTES

VALIDACIÓN DE MATERIAL EDUCATIVO COMO HERRAMIENTA PEDAGÓGICA SOBRE MÉTODOS CONTRACEPTIVOS PARA ADOLESCENTES

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ABSTRACT

Objectives: to validate the educational material called “Contraceptive Methods: I am young and still do not want to generate a life!”, in the form of comics, as a pedagogical tool for basic education. **Method:** this is methodological research to be developed in two stages: 1st, The evaluation of the appearance and content and 2nd, Reappointment and printing of the contents. Judges will be asked to include and/or delete items in story content and illustrations. We will use the Content Validity Index (IVC) to measure the proportion of participants who agree on the panels or items of the instrument, which will allow each one to analyze individually and integrally. **Expected results:** it is intended to offer an innovation in communication technology that enables the optimization of the teaching process of adolescents’ sexuality teaching, offering a contribution to the promotion of learning autonomy for students and teachers of basic education. **Descriptors:** Contraceptive Methods; Validation; Adolescents.

RESUMO

Objetivos: validar o material educativo denominado “Métodos Contraceptivos: Sou jovem e ainda não quero gerar uma vida!”, no formato de histórias em quadrinhos, como ferramenta pedagógica para educação básica. **Método:** pesquisa metodológica a ser desenvolvida em duas etapas: 1^a A avaliação da aparência e do conteúdo e 2^a Readequação e impressão dos conteúdos. Aos juízes, será solicitada a inclusão e/ou a eliminação de itens no conteúdo das histórias e nas ilustrações. Utilizaremos o Índice de Validade de Conteúdo (IVC) para medir a proporção de participantes que estão em concordância sobre os painéis ou itens do instrumento, o que permitirá analisar cada um individualmente e integralmente. **Resultados esperados:** pretende-se oferecer uma inovação na tecnologia da comunicação que possibilite a otimização no processo de ensino aprendizagem da sexualidade de adolescentes, oferecendo uma contribuição para a promoção da autonomia de aprendizado dos estudantes e docentes da educação básica. **Descritores:** Métodos Contraceptivos; Validação; Adolescentes.

RESUMEN

Objetivos: validar el material educativo denominado “Métodos Contraceptivos: ¡Soy joven y todavía no quiero generar una vida!”, en el formato de cómics, como herramienta pedagógica para educación básica. **Método:** investigación metodológica, a ser desarrollada en dos etapas: 1^a La evaluación de la apariencia y del contenido y 2^a Readequación e impresión de los contenidos. A los jueces serán solicitados la inclusión y/o la eliminación de ítems en el contenido de las historias y en las ilustraciones. Utilizaremos el Índice de Validez de Contenido (IVC) para medir la proporción de participantes que están en concordancia sobre los paneles o ítems del instrumento lo que permitirá analizar cada un individualmente e integralmente. **Resultados esperados:** se pretende ofrecer una innovación en la tecnología de la comunicación que posibilite la optimización en el proceso de enseñanza aprendizaje de la sexualidad de adolescentes, ofreciendo una contribución para la promoción de la autonomía de aprendizaje de los estudiantes y docentes de la educación básica. **Descriptor:** Métodos Contraceptivos; Valición; Jóvenes.

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INTRODUCTION

Adolescence is a special phase of human life that arouses interest in several segments of the society, being a process of anatomical, physiological, emotional and behavioral change that interferes with the formation of personality.¹

According to the World Health Organization (WHO), adolescence can be defined as the period of life between 10 and 19 years old.² The stage of life between childhood and adulthood is marked by a process with successive changes of growth and development when the onset of sexual life occurs most of the time.³

However, the onset of this sexual activity is not associated with a consistent sexual education, or even a knowledge of physiology, or the biological aspects of sex or reproduction, many do not use contraceptive measures or use them inappropriately. This act not only increases the risk of pregnancy as well as that of Sexually Transmitted Infections (STIs).⁴

In the anxiety to live everything fast and intensely, the adolescent leaves no room for reflection and/or judgment. Lack of dialogue with parents, the replaying of intimate friends' experiences, and poor sex education policies expose them to the vicious cycle of risk. In addition, subjective conceptions, beliefs, cultural and affective aspects transmitted and shared in the social and affective circle that permeate the sexuality experiences end up increasing the vulnerability for Sexually Transmissible Infections (STIs), pregnancy and abortion, which can compromise the project of life or even the life of the adolescent and future adult.⁵ The experience of sexuality in a partnership is an experience of great repercussion in the life of the adolescent; it is the discovery of the new and a process of personal experimentation influenced by social and cultural factors of the group to which he belongs.

Considering technological development in the area of contraception and advances in sexual and reproductive health, providing information and resources on existing contraceptive methods is one of the best ways to join a prevention program. Offering adolescents' choice of these methods provides safety and probably better use of them, resulting in a satisfactory and risk-free sexual life.⁶

It is imperative to provide this group with a sex education that involves programs addressing the sociocultural, educational,

family, as well as the emotional context in which adolescents are inserted, focusing on contraceptive methods as well as other issues that are important to men and women to start a healthy sex life.⁷

In this way, since education is a permanent and active process among the participants, we believe that visual messages support the education process. Thus, the use of information and communication technologies in health (TICS) can offer students greater autonomy in their learning about contraceptive methods, with a dynamic way in which the contents and competencies will be absorbed and affected by them.

OBJECTIVES

- To validate the educational material called "Contraceptive Methods: I am young and still do not want to generate a life!", in the form of comics, as a pedagogical tool for basic education.
- To validate in appearance and content volume 4, denominated **Contraceptive Methods: I am young and still do not want to generate a life**, of the Series Sexuality and education, with professionals of the area of health and education, including professors of the basic education;
- To verify acceptance of the use of Volume 4 of the Series Sexuality and Education, called **Contraceptive Methods: I am young and still do not want to generate a life**, as an object of learning about contraceptive methods, between the judges.

METHOD

This is a methodological research, focusing on the development, evaluation and improvement of methodological tools and strategies.⁸

The construction of this object of learning followed the stages of the methodological construction of a technological production. Four volumes were built for the Education and Sexuality Series. The themes and titles of comics are 1. Puberty: Does something happen to me? 2. Fecundation: Can My Body Generate a Life? 3. Sexual Initiation: Am I ready to start my sex life? And 4. Contraceptive Methods: I am young and still do not want to generate a life!

The first stages of construction of these objects were already carried out with the support of the Coordination of Improvement of Higher Level Personnel (CAPES) through the New Talents program: delimitation of the theme to be approached in each volume, choosing a "Pedagogical Desing" (Edited 033/2010/CAPES/DEB - New Talents Program).

In the first part of the pedagogical design, there was a synopsis in which the scenario and the content of each story were defined. Then, we built the interactivity part: a presentation aimed at the adolescents whose development was elaborated and each page was divided into panels in which characters, scenery, dialogues and contents were described and then designed.

The next steps will be the validation of the educational material, its readjustment and later verification of the acceptance as educational material.

All volumes of the Series will undergo the validation process, but under the responsibility of other researchers, members of the same study group. In this way, the steps of this project are as follows:

♦ The evaluation of the appearance and content of comics

This stage will be carried out with the participation of teachers of basic education, researchers working with communication technology, professionals of the basic health network and researchers working in sexual and reproductive health. The number of subjects to act as judges will be ten (10).

The inclusion criteria for the subjects participating in this research will be basic education teachers who teach science in primary education from the 6th to 9th grade, and primary education teachers who teach biology from the first to the third grade of high school, researchers working with technology of the communication in health and education and professionals of the basic health network who develop actions with students of basic education for at least five years and researchers working in sexual and reproductive health, with recognized scientific production in the area.

Those professionals who are removed from their activities by any leave, health or vacations will be excluded.

From the analysis of the educational material, firstly, the selection of judges will be made to collect information, that is, specialists in the theme of sexuality related to children and adolescents, teachers and health professionals. For this, we will use the related criteria: titling, scientific production and the time of action with the subject under discussion. For health (nurses) and education professionals, these will be selected for their work with this theme, developed with children and adolescents.

Each selected judge will be contacted by email, telephone or in person to identify whether he or she agrees to participate in the

survey. Afterwards, the comics, the TCLE (two copies) and the evaluation form will be sent by post (if they use this form of delivery of the research material, two envelopes will be sent, one for the signed TCLE and the other for the evaluation with a seal for referral to the researchers), or delivered in person. Thus, there is a guarantee of non-association between the research participant and his answers.

The judges will receive a copy of volume 4 of the series Sexuality and Education and a questionnaire to be answered for analysis and evaluation. Judges of the material should initially make the assessment determining its scope. That is, if each domain, clarity, and relevance, or concept placed in the story were adequately covered by the set of items and whether all dimensions were included.

Judges will be asked/suggested that they can include or delete items in comics' content and illustrations.

What is evaluated in each educational material:

- Clarity: Whether they have been written so the concept is understandable and adequately expressed what is expected to be measured.
- Relevance or representativeness: to verify if the items reflect the concepts involved, if they are relevant, if they are adequate to reach the proposed objectives.
- Space will be left for the participants to write their suggestions to improve the item or make comments about the evaluated object.

We will use the Content Validity Index (IVC) to measure the proportion of participants who agree on panels or comic book items, which will allow us to analyze each one individually or as a whole. We will use a Likert scale. The Likert scale is a type of psychometric response scale commonly used in questionnaires, and it is the most widely used survey scale. When responding to a questionnaire based on this scale, respondents specify their level of agreement with an assertion.⁹ This scale has its name due to the publication of a report explaining its use by RensisLikert.

In this research, four items will be used, which will make the subject participating in the evaluation process of the objects to a positive or negative choice, since the central option "Indifferent" will not exist.

For clarity, we will use: 1 = not clear, 2 = little clear, 3 = clear, 4 = very clear.

To evaluate the relevance or representativeness the answers will include: 1 = irrelevant not representative, 2 = item needs revision to be representative, 3 =

relevant or representative item and 4 = extremely representative.

The score of the index will be calculated using the sum of agreement of the items that

were marked by “3” or “4” by the participants. Items that score “1” or “2” will be revised to be rewritten and illustrated.

The formula for the calculation:

$$ICV = \frac{N^{\circ} \text{ of answers 3 and 4}}{\text{Total of answers}}$$

◆ **Typing and Data Processing**

The questionnaires will be typed in a spreadsheet in which the double typing will be done for its validation. The database used for data extraction will be structured to allow its analysis. Some actions will be taken to format the database according to the statistical software that will be used, in this case, the Statistical Package for the Social Sciences, SPSS 20. The information will be presented as frequency distributions, graphs, measures of central tendency, variability. In the School of Nursing and Pharmacy/ESENFAL-UFAL, we have all the necessary infrastructure to support the development of this project.

The Cromback Alpha will be calculated to measure the correlation between responses of the questionnaire instrument by analyzing the answers given by the judges, presenting a mean correlation between the questions. The coefficient α is calculated from the variance of the individual items and the variance of the sum of the items of each judge of all the items of a questionnaire that use the same measurement scale.¹⁰

EXPECTED RESULTS

Offering innovation in communication technology that enables the optimization of the teaching process of sexuality teaching of adolescent boys and girls, offering a contribution to the promotion of the learning autonomy of students and teachers of basic education, and can be shared with those who do not participate in the activities, making members of activities multiplying knowledge, that is, making possible, through the use of communication and information technologies, the multi/transdisciplinarity between teachers, students of basic education and health professionals.

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