INTEGRATIVE REVIEW ARTICLE

EDUCATIONAL ACTIONS IN THE DAILY LIFE OF ONCOLOGICAL NURSING: INTEGRATION REVIEW

AÇÕES EDUCATIVAS NO COTIDIANO DA ENFERMAGEM ONCOLÓGICA: REVISÃO INTEGRATIVA

ACTIVIDADES EDUCATIVAS EN LA VIDA COTIDIANA DE ENFERMERÍA ONCOLÓGICA: INFORME INTEGRADOR

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ABSTRACT

Objective: To identify educational actions developed by the Nursing team in the oncology services. Method: integrative review, which has as a guiding question << What are the educational actions developed by the Nursing team that operates in the field of Oncology in Brazil >>. For that, the Lilacs, Medline, BDENF and Scielo virtual library databases, were searched from January 2006 to January 2016, considering the pre-established inclusion and exclusion criteria. Results: after analyzing the articles, a total sample of nine articles was obtained. The studies pointed out that the educational actions in oncology are related to the nurses' performance, in order to contribute to the improvement of the care delivery and the implementation of care. Conclusion: the analysis of the articles allows us to verify the importance of the educational actions carried out by Nursing, however, it is observed that there is a need for improvement, by these professionals, referring to health education in oncology. Descriptors: Health Education; Educational Activities; Neoplasms/Cancer; Nursing.

RESUMO

Objetivo: identificar ações educativas desenvolvidas pela equipe de Enfermagem nos serviços de oncologia. Método: revisão integrativa, que tem como questão norteadora <<Quais são as ações educativas desenvolvidas pela equipe de Enfermagem que atua na área de Oncologia no Brasil>>. Para tanto, foi realizada busca nas bases de dados Lilacs, Medline, BDENF e biblioteca virtual Scielo, no período de janeiro de 2006 a janeiro de 2016, considerando-se os critérios de inclusão e exclusão pré-estabelecidos. Resultados: após análise dos artigos, obteve-se uma amostra total composta por nove artigos. Os estudos apontaram que as ações educativas em oncologia estão relacionadas à atuação do enfermeiro, de forma a contribuir para a melhoria da prestação de assistência e implementação de cuidados. Conclusão: o análise dos artigos permite constatar a importância das ações educativas realizadas pela Enfermagem, porém, observa-se que há necessidade de aprimoramento, por parte destes profissionais, referente à educação em saúde em oncologia. Descritores: Educação em Saúde; Ações Educativas; Neoplasias/Câncer; Enfermagem.

RESUMEN

Objetivo: identificar acciones educativas desarrolladas por el equipo de Enfermería en los servicios de oncología. Método: revisión integrativa, que tiene como cuestión guía << Cuáles son las acciones educativas desarrolladas por el equipo de Enfermería que opera en el área de Oncología en Brasil>>. Para tanto, la búsqueda se realizó en las bases de datos Lilacs, Medline, BDENF y biblioteca virtual Scielo desde enero de 2006 a enero de 2016, considerando los criterios de inclusión y exclusión preestablecidos. Resultados: tras el análisis de los artículos, se obtuvió una muestra que consta de nueve artículos. Los estudios demostraron que las actividades educativas en oncología están relacionadas con la actuación del enfermero, con el fin de contribuir a la mejora de la prestación de asistencia y la aplicación de la atención. Conclusión: el análisis de los artículos permite constatar la importancia de las acciones educativas, realizadas por Enfermería, pero, se observa que hay necesidad de mejoramiento por parte de estos profesionales, con respecto a la educación en salud en oncología. Descritores: Educación en Salud; Actividades Educativas; Neoplasias/Cáncer; Enfermería.

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Cancer consists of a set of more than 100 diseases that have the etiopathogenic characteristic of the disordered cell growth of mutant cells with high potential to invade organs and tissues and to provoke metastases in other regions of the body. In Brazil, in the year 2015, approximately 576 thousand new cases of the disease, being considered the second cause of death among Brazilians. This reality evidences the magnitude of the disease as a public health problem, requiring the creation, development and implementation of control and prevention measures in all Brazilian regions.

In addition to the significant impacts brought by the biological component of the neoplasia, the person with cancer experiences a complex disease process that ranges from multiple symptomatology to a series of adversities that go through the adverse effects of the treatment and that generate physical, emotional and psychosocial impairment for the person and their families. The minimization of these impacts involves the implementation of Nursing interventions in view of the patient’s well-being.

Nursing interventions of an educational nature are representative in this context, since they assist the patient in facing the problems associated with the disease and/or the treatment. In order to do so, these actions need to be dynamic and interactive, carried out through participative strategies appropriate to the specificity of the patient’s generative socioeconomic conditions, as well as to health demands related to cancer illness. In this sense, this study aims to identify actions educational practices implemented in Brazilian oncology Nursing practice.

**METHOD**

For the elaboration of this study, an integrative review (IR) of the literature was carried out, whose objective is to systematize and analyze the scientific evidence available on a certain topic of interest, with a view to the construction of scientific knowledge in the area, as well as in the qualification of the professional clinic practice.

In this sense, the literature review was carried out in the Latin American and Caribbean Literature on Health Sciences (LILACS), Medical Literature Analysis and Retrieval System on-line (Medline), Nursing Database (BDENF) and Scientific Electronic Library Online (Scielo) using the descriptors: "health education"; "educational actions"; "neoplasias / cancer"; "nursing". The following inclusion criteria were established: articles published in Portuguese language, from January 2006 to January 2016 and that address the central theme: educational actions developed by the nursing team that operates in the oncology area. The search strategy contemplated the cross-referencing of the terms “health education”, “patient education” and “oncological Nursing” described in detail in the figure (1).
After reading the titles and abstracts, nine papers were selected (one article in the Scielo database, five articles in the Lilacs database and three articles in the BDENF database) that met the inclusion criteria of this study. The following variables were then read: the authors’ qualification, title, year of publication, periodical, database, study design, general objective, sample and characterization of subjects, educational action subjects, main actions proposed and outcome.

For the analysis of the literature, the variables related to the researcher (name, profession, area of performance and qualification) were used; (publication year, title, design, type of publication and source of location) and variable of interest (educational actions built by Brazilian nurses in cancer care).

The results were then presented through the distribution of absolute and relative frequencies, as well as the presentation of synoptic tables (described as figures in the text). In addition, the nine sample jobs were grouped into three categories, namely: “patient knowledge about cancer” (E1, E2, E7, E8); “Educational materials for oncology education” (E5 and E6); and “educational actions developed by Nursing in oncology” (E3, E4 and E9).

RESULTS AND DISCUSSION

In the analyzed publications (n = 9), a total of 31 authors participated in total, of which, the majority (n = 28, 93.6%) were nurses, with a post-graduate level stricto sensu - 80.6% (n = 25) were masters and doctors (table 1).

Figure 1. Flowchart of the search strategy of articles. Belo Horizonte (MG), Brazil, 2016.
It is believed that this polarization is associated to the fact that Nursing uses educational practices to give materiality to care, in the different care contexts in which it operates. In addition, it is understood that the low participation of other members of the oncology care team in the implementation of these practices may suggest the existence of weaknesses with respect to its implication with this type of activity.

The majority (55.6%) of the sample studies were contained in the Lilacs database, published between 2010 and 2013 and in Nursing Journals (Rev Gaúcha Enferm, Rev Enferm UFPE, Rev Esc Enf USP, Texto Contexto Enferm) (figure 2).

Table 1. Qualification of the authors composing the integrative review sample. Belo Horizonte (MG), Brazil, 2016.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate completed / in progress</td>
<td>17</td>
<td>54.8</td>
</tr>
<tr>
<td>Master's degree completed / in progress</td>
<td>3</td>
<td>9.6</td>
</tr>
<tr>
<td>Specialist</td>
<td>1</td>
<td>3.2</td>
</tr>
<tr>
<td>Graduate completed / in progress</td>
<td>7</td>
<td>22.5</td>
</tr>
<tr>
<td>* Qualification not specified</td>
<td>3</td>
<td>9.6</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 2. Characterization of the integrative review sample. Belo Horizonte (MG), Brazil, 2016.
In the papers selected for this review, none were published in journals related to oncology. This data may be related to the shortage of journals focused on the area of Oncological Nursing, which may impact the diffusion and discussion of the knowledge produced by this scientific community.11 The analyzed publications presented different types of designs, being possible to verify a predominance of qualitative studies (E1, E3, E7, E8) (figure 3).

<table>
<thead>
<tr>
<th>Search delineation</th>
<th>Objectives</th>
<th>Characterization of subjects</th>
<th>Educational action / Outcome</th>
</tr>
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<tbody>
<tr>
<td><strong>E1</strong> Descriptive cross-sectional study</td>
<td>To evaluate the knowledge about oncological disease.</td>
<td>Sample: 480 patients on cancer treatment.</td>
<td>Action: Interview with patients. Outcome: Need to develop orientation for the population.</td>
</tr>
<tr>
<td><strong>E2</strong> Descriptive cross-sectional study</td>
<td>To evaluate oral health knowledge and practices in children hospitalized with cancer.</td>
<td>Sample: 19 nursing professionals; 43 hospitalized children and 43 caregivers.</td>
<td>Action: Creation of a CD (compact disc) and leaflets with informative content about oral health, available in the waiting room. Outcome: With the action, the professionals felt more motivated to teach the practice of oral hygiene to patients.</td>
</tr>
<tr>
<td><strong>E3</strong> Qualitative convergent assistance study</td>
<td>To know the expectations and doubts of the clients submitted to fine needle aspiration of breast and thyroid.</td>
<td>Sample: 88 patients interviewed.</td>
<td>Action: 10 educational meetings (before the procedure) and interview (after procedure) with patients in the waiting room. Outcome: It was observed that the educational practice in waiting room, minimizes anxiety and allows the exchange of experience and knowledge between professional and client.</td>
</tr>
<tr>
<td><strong>E4</strong> Systematic review</td>
<td>To identify the scientific production on oncological nursing consultation and to analyze the methodology used in these articles.</td>
<td>Sample: six articles reviewed.</td>
<td>Action: Realization of permanent education during the nursing consultation and increase the publications on the subject. Outcome: Greater access to information, improvement of assistance and conciliation of practice and research.</td>
</tr>
<tr>
<td><strong>E5</strong> Validation Study</td>
<td>Validation of the content and comprehensibility of the informational material to chemotherapy patients and their relatives.</td>
<td>Sample: 23 caregivers interviewed</td>
<td>Action: Interview and creation of informative material. Outcome: Use of information material assists the nurse in her actions.</td>
</tr>
<tr>
<td><strong>E6</strong> Validation Study</td>
<td>Validate the educational manual for the self-care of the mastectomized woman, using the theoretical stage of the Paquali model.</td>
<td>Sample: 14 professionals (three physicians, five nurses, three physiotherapist, one occupational therapist, one pedagogue and one social communicator) who acted as expert judges for semantic analysis and nine mastectomized women.</td>
<td>Action: Construction and validation of an informative manual on breast cancer. Outcome: The implementation of the manual is a strategy to be used in nursing care practice, promoting the health and social reintegration of mastectomized women, improving their quality of life.</td>
</tr>
<tr>
<td><strong>E7</strong> Exploratory qualitative cross-sectional study</td>
<td>Check the knowledge of older women about breast cancer and mammography, identifying whether or not they are taking the test and the cause.</td>
<td>Sample: 98 women with an average age of 71.3 years, attended in centers of coexistence of the elderly in São Paulo.</td>
<td>Action: Interview with patients. Outcome: There is a need for educational material on the importance of mammography.</td>
</tr>
</tbody>
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### Figure 3. Scientific production on educational actions built by Brazilian nurses. Belo Horizonte (MG), Brazil, 2016.

It is known that the qualitative studies have the advantage of allowing an understanding of the experiences of the people, which are contextualized and processed in the culture of a group, taking into account the singularity of the individuals. In addition, the qualitative approach allows to work the subjectivities that constitute this theme, as well as to complicate the authors’ perception on the subject. In oncology, the qualitative approach allows the interpretation of the phenomenon of cancer illness from the perspective of those who experience it. Despite the contributions of this modality of research, it is important to emphasize that the deficiency in the production of quantitative studies evidences the need for the production of controlled research that brings to light objective data on the relationship between the educational actions of the nurse and the quality of life of the person with cancer and his family, contributing to the individualization of the therapeutics in the health system.

The articles of the sample were categorized according to the topics covered, namely: "patient knowledge about cancer"; "educational materials focused on oncology education" and "educational actions developed by Nursing in oncology".

In the articles included in the category "knowledge of cancer patients", it was possible to identify that the majority (44.4%) of them evidenced the need to develop educational actions aimed at patients and their families, focusing on coping with cancer and its complications. An example of this is presented in the E1 study, which, from interviews with cancer patients about their previous knowledge about the disease, identified that 54.2% of these patients stated that they had no previous knowledge about the disease, and 71% had no knowledge on the risk factors for cancer and 80% sought health professionals only in the presence of signs and symptoms. It is known that the lack of knowledge about the disease can mean late diagnosis of the disease, increasing morbidity and mortality rates, besides contributing to the increase of functional and aesthetic sequelae.

Still in the E1 study, 93% of the users reported that after being diagnosed with oncologic disease, they obtained information about the disease by the health team. In this sense, it should be noted that the participation of the multi-professional team in patient information contributes not only to their well-being, but also to their greater commitment to their health. The knowledge produced by the health team can make it possible to improve the health education process.

In view of these results, it can be affirmed that the Nursing professional, in oncological care, needs to implement educational actions aimed at the effective knowledge of the patients about the disease, the treatment and the repercussions of it in their life. The rapprochement between the patient and the Nursing team favors empathy and affective exchanges, which can strengthen the bonding and co-responsibility of both, potentializing the confrontation of situations and feelings experienced by the patients in the course of the illness as pain, mutilations, side effects, death, hopelessness, as well as the expectation of cure of the disease by patients and relatives.

However, these actions need to be based on a theoretical framework that values the prior knowledge of patients and their families, favoring the patient's better coexistence with the disease and treatment, as well as...
improving adherence to the necessary health and nursing care for a better quality of life and therapeutic response.

In the studies E5 and E6, included in the category “educational materials for oncology education”, the authors research on didactic-pedagogical materials that can be tools for the clinical practice of nurses. The authors of the two articles suggest that such materials should be easily accessible to the user, which means having low cost, clear didactic content, objective, as well as being appropriate to the reality and the profile of the people/families served.

Informational educational materials, such as leaflets and booklets, are considered important vehicles for the dissemination of information to the patient and his/her family, and can be used by them as a reference for the development of the care and self-care demanded by the disease and treatment.20

In the category “educational actions developed by Nursing in oncology” (E3, E4 and E9), we highlight study E9, which presents educational Nursing actions directed to genetic counseling in oncology. Actions were developed (clarifications on the subject during the Nursing consultation) with the aim of increasing the knowledge of the patients regarding the genomic and hereditary aspects of the neoplasias, seeking to clarify erroneous conceptions about oncogenetics.

According to the authors, through this practice, the patient’s knowledge about the predictive/risk factors regarding the development of cancer was broadened. According to them, the level of knowledge was evaluated in Nursing consultations subsequent to the explanatory consultation, analyzing the patient about their healthy behavior regarding cancer prevention and verifying adherence to the screening programs. This fact can favor the early search for the health service, as well as the adoption of more efficient preventive measures.

Given this, it can be affirmed that educational actions need to be dynamic and interactive, as well as being carried out through pedagogical strategies appropriate to education in different age groups, allowing to attend to the specificities of health demands. For this, the knowledge that involves the actions, should be worked on in a language accessible to the patient, according to their educational level.5,15,21

In the E3 study, we present a sequence of educational interventions performed with patients with breast and thyroid cancer who would undergo aspiration in the waiting room of a hospital. These interventions were aimed at stimulating the verbalization of individual expectations, as well as doubts about the examination. The participants of the study were invited to participate in a dynamic where they chose, between different exposed figures (of landscapes, animals, people and objects), that best expressed their feelings, expectations and doubts before the examination.

According to the authors, this strategy allowed the establishment of an atmosphere of greater relaxation and, at the same time, the knowledge of the patients’ feelings. In addition, these practices made possible the reception and the sensitive listening and solidarity of the individual needs of the patients, contributing, in this way, to the reduction of anxiety and adherence to the treatment.

In this context, the process of communication established between patient and professional during the educational action is of paramount importance. This communication should also aim to contribute to the improvement of Nursing practice, by providing an opportunity for learning, as well as to awaken a sense of trust and satisfaction in patients and their families.22

CONCLUSION

The analysis of the publications reinforces the importance of Nursing professionals as agents of health education, as well as educational actions to promote quality of life and prevention of diseases in oncology. Nursing education activities, for the most part, are concerned with the approximation of the patient and their families to the health team, as well as awareness of health-disease aspects. In addition, educational actions contribute to the patient’s awareness of the importance of their involvement in their process of illness and treatment, their co-responsibility and their need for self-care, in view of their quality of life.

It is understood that such actions should be based on theoretical references that contribute to the valuation of the prior knowledge of patients and their relatives to favor a better adherence to the new reality of disease and to the treatment. This perspective can also contribute to the planning of Nursing care, in a shared way, adequate to the particular needs of users and their families and to a better therapeutic response.

In this sense, it is suggested an orientation from authors such as Paulo Freire, Boaventura
de Souza Santos and other authors who help us to work in the perspective of popular education. In addition, controlled studies that explore the real effectiveness of these interventions may contribute to the understanding of strategies that are better suited to Brazilian Oncological Nursing care.

REFERENCES


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