



**EDUCATIONAL CAMPAIGNS IN DISCIPLINE TRAINING: EXPERIENCES IN NURSING SCHOOL**  
**CAMPANHAS EDUCATIVAS NA FORMAÇÃO DISCENTE: VIVÊNCIAS DA GRADUAÇÃO EM ENFERMAGEM**  
**CAMPAÑAS EDUCATIVAS EN LA FORMACIÓN DISCIENTE: VIVENCIAS DE LA GRADUACIÓN EN ENFERMERÍA**

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**ABSTRACT**

**Objective:** to describe the experience of implementing an educational campaign on the sexual health of men in public schools and its implications for Nursing undergraduates. **Method:** a descriptive study, of experience report type, developed by tutors of an academic tutoring program. Among the activities of the mentioned program, it was sought to engage new undergraduate student of the Nursing course of a public university to execute an education in health campaign. The action was carried out in two public schools. The data was collected using the field observation of tutors, who recorded their impressions and reflections in a field diary. **Results:** the campaign was structured in three stages - training of the tutored; campaign construction and implementation. With the undergraduates, skills were developed regarding the planning of educational actions, in an emancipatory perspective, aimed at the male audience. **Conclusion:** the involvement of Nursing undergraduates in health education campaigns in the formative period, allows for the arousal of interest in the course and brings benefits in the promotion of personal growth and awareness of changes in social reality. **Descriptors:** Nursing; Health Promotion; Health Education; Students Nursing; Sexual Health; Men's Health.

**RESUMO**

**Objetivo:** descrever a experiência de implementação de campanha educativa sobre a saúde sexual do homem em escolas públicas e suas implicações para os graduandos do curso de Enfermagem. **Método:** estudo descritivo, tipo relato de experiência, desenvolvido por tutores de um programa de tutoria acadêmica. Dentre as atividades do referido programa, buscou-se engajar graduandos recém-ingressos do curso de Enfermagem de uma universidade pública para executar uma campanha de educação em saúde. A ação foi realizada em duas escolas públicas. Os dados foram coletados utilizando-se da observação de campo dos tutores, que registraram suas impressões e reflexões em diário de campo. **Resultados:** a campanha foi estruturada em três etapas - formação dos tutorandos; construção da campanha e implementação da mesma. Desenvolveram-se, com os graduandos, habilidades a respeito do planejamento de ações educativas, numa perspectiva emancipatória, voltadas para o público masculino. **Conclusão:** o envolvimento de graduandos de Enfermagem em campanhas sobre educação em saúde, no período formativo, possibilita despertar o interesse pelo curso e traz benefícios na promoção do crescimento pessoal e sensibilização para mudanças na realidade social. **Descritores:** Enfermagem; Promoção da Saúde; Educação em Saúde; Estudantes de Enfermagem; Saúde Sexual; Saúde do Homem.

**RESUMEN**

**Objetivo:** describir la experiencia de implementación de campaña educativa sobre la salud sexual del hombre en escuelas públicas y sus implicaciones para los graduandos del curso de Enfermería. **Método:** estudio descriptivo, tipo relato de experiencia, desarrollado por tutores de un programa de tutoría académica. Entre las actividades del referido programa, se buscó involucrar graduandos recién ingresados del curso de Enfermería de una universidad pública para ejecutar una campaña de educación en salud. La acción se realizó en dos escuelas públicas. Los datos fueron recolectados utilizando la observación de campo de los tutores, que registraron sus impresiones y reflexiones en diario de campo. **Resultados:** la campaña fue estructurada en tres etapas - formación de los estudiantes involucrados; construcción de la campaña e implementación de la misma. Se desarrolló, con los graduandos, habilidades acerca de la planificación de acciones educativas en una perspectiva emancipadora, orientada, hacia el público masculino. **Conclusión:** la participación de graduandos de Enfermería en campañas sobre educación en salud, en el período formativo, posibilita despertar el interés por el curso y trae beneficios en la promoción del crecimiento personal y sensibilización para cambios en la realidad social. **Descritores:** Enfermería; Promoción de la Salud; Educación para la Salud; Estudiantes de Enfermería; Salud Sexual; Salud del Hombre.

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## INTRODUCTION

Men's health also represents an area that has, as a focal point, the low adherence of this portion of the population to health services. This is reflected in the high incidence of injuries affecting males, having, as main impediments to the search for care, resistance and prejudice that surround the taboo of masculinity.<sup>1</sup>

According to the Ministry of Health<sup>2</sup>, men die earlier in life than women throughout their life cycle, a phenomenon that could be mitigated by increased self-care actions. Research carried out in several countries points out that women are the ones that access health services the most, with men at a much lower level in this data feeding higher chances of mortality.<sup>3</sup>

On the other hand, society still considers men a "strong being" and disease is seen as a point of weakness in an unshakable body that can not be affected by anything. Thus, socially constructed invulnerability strengthens the idea of omnipotence in the male imaginary, making self-care difficult and increasing exposure to risk situations.<sup>4</sup>

These understandings may be linked to several factors such as: greater susceptibility to occupational diseases due to exposure to physical and chemical risks; behaviors related to the taboo of masculinity; poor access to health services, and when they access it, men limit the exposure of their complaints.<sup>3</sup>

Through this context, a National Policy for Integral Assistance to Human Health (NPIAHH) was implemented, which proposes to identify the psychosocial elements that strengthen the vulnerability of the male population, leading to greater exposure to health risks.<sup>2</sup>

According to this policy, the promotion of educational actions, gathering information and communication strategies in health, aiming at the prophylactic behavior in human health, is one of the pillars in the support for its implementation. In this sense, it is imperative to create innovative health strategies that facilitate action focused on the masculine demands so as to sensitize men about the need for self-care and their adherence to existing programmatic actions in the health system.<sup>2</sup>

With reference to prostate cancer, a review study pointed out that, in several countries, a significant number of men have never had knowledge about such pathology and the use of educational resources and interventions can increase the knowledge on

the subject influencing the decision on appropriate health care.<sup>5</sup>

From this perspective, it is convenient to present, in this report, health promotion activities, focused on male sex education, carried out by a group of Nursing students from a Lusophone university inserted in an institutional program of academic tutoring called "Pulsar"(Pulse).

The Pulsar Program, from the University of International Integration of Afro-Brazilian Lusophony (UNILAB), is an institutional instrument with its own formative characteristics that seeks to integrate all new students into the university environment, besides engaging in various activities in the form of tutoring actions.<sup>6</sup> In the Nursing course, it carries out health promotion actions through campaigns directed at topics of interest to the academic community.

The Program was created through Resolution No. 29, dated November 25, 2014, and is linked to the UNILAB Pro-Rector's Office (PROGRAD / UNILAB). The Pulsar has a hierarchical format where university teachers (senior tutors) guide veteran academics (junior tutors) by enabling them to run workshops and lectures promoted to new students (tutored) in the first two semesters of the courses.

The Junior tutors are selected through edicts within the university and have the mission of carrying out educational and informative actions (campaigns, lectures, workshops) for the tutored in order to awaken autonomy and critical awareness through themes related to the course of their training.

A tutor performs roles with significant responsibilities in the accompaniment and support during the teaching and learning process, fostering the student's potential for autonomy.<sup>7</sup> The execution of his role in higher education in the context of the UNILAB Pulsar program aims to promote the adaptation of new models of learning by awakening reflections on the students in relation to the knowledge with which they will have contact.

This initiative empowers academics to build critical reasoning by dealing with a range of information in the context of their area, challenging them to become involved in social issues and of common interest throughout the community integrated into the university.

In this context, the training of nurses requires critical positions including the incorporation of theoretical and methodological references that break with pedagogical conceptions based only on the value of teaching and acquisition of technical

skills. In addition, it is necessary to develop attitudes that support action-reflection-action and the construction of new social subjects that value a holistic formation and the demands of society by establishing interventions on their problems.<sup>8</sup>

Under this approach, thematic campaigns within programs of the academic universe, especially with Nursing students, provide the solution of health problems in society by building links and taking action as a bridge between the university and the community aiming, mainly, at specific publics such as the male population.

OBJECTIVE

- To describe the experience of implementing an educational campaign on the sexual health of men in public schools and its implications for undergraduate Nursing students.

METHOD

A study with a qualitative, descriptive approach, a related experience, the origin of which was an educational campaign called "I take care of my father, and you?" From conception to execution by the undergraduate students of the Nursing course, recently enroled at UNILAB, in the year of 2016.

In this sense, the report brings the experience of the authors as part of the Pulsar program as junior tutors. This was followed by a hierarchical path of knowledge sharing and activity planning where the reach of high school students and their parents is the final destination of this proposal. In this process, the following functions have been defined:

- Senior Tutor - advise the junior tutors on the planning of actions aimed at the reception of new academics (tutored);
- Junior Tutor - plan, organize and execute the actions together with the tutored;
- Collaborating nurse - to qualify the tutored on the theme of the campaign enabling them to the execution;
- Tutorandos: to plan and execute actions regarding the proposed activity with high school students;
- High school students: actively participate in the campaign as apprentices, having as mission to pass on the knowledge that was built to their parents.

The scenarios for the implementation of the campaign were two public schools located in the Baturité Massif, in the interior of the State of Ceará, which maintains an agreement with UNILAB in research and university extension activities. High school students

were the initial target audience. However, within the hierarchy of knowledge sharing conceived in this study, the main beneficiaries at the end of the course would be their parents. Within the proposal, these students were stimulated to be multipliers of the information seized in the school in their Family context.

Initially, junior tutors received guidance from the senior tutor in order to plan the "I take care of my father, and you?" Campaign in schools. To accomplish the campaign, the qualification of nursing students newly admitted to the university was proposed on the subject related to the sexual health of men, preparing them for the transfer of knowledge to high school students.

To qualify these academics, now considered tutored, a nurse with expertise in the theme was invited to train them on how to execute an informative campaign with specific methodologies that could arouse the interest of high school students on the subject, thus stimulating the multiplication of the knowledge built for the male audience, in particular, their parents. This training took place in the auditorium of the university with three Nursing classes of the first three initial semesters of the course that have 101 academics.

Two meetings focused exclusively on the collective construction of knowledge about the sexual health of men. The tutored, with the advice of junior tutors, were divided into work groups, each group having specific tasks such as: coordination and organization of the campaign; communication and advertising of the campaign within the university; articulation and mobilization in the two high schools culminating in the execution of the educational lectures.

The school's campaign execution schedule began after the construction of the action project. In this phase, the collaborating nurse, contextualizing the theme in question, worked on skills and strategies to promote campaigns aimed at the male community. In its structure, there were three subsequent steps: teacher training; construction of the educational campaign and implementation of the educational campaign in schools with adolescents.

It is worth mentioning that all the tutored signed a term of commitment of the action assuming the responsibility on the activities that were attributed along the route.

With the title "I take care of my father, and you?" Taken from the central theme that originated the campaign, the action aimed at preparing and enabling high school students to



guide and raise awareness of their parents about care, self-examination and the search for health professionals when some need is identified.

The campaign provided the transfer of knowledge about the sexual health of men in two meetings aimed at 97 students from two high schools. This action was performed by two groups composed of eight qualified instructors.

The campaign was funded by the UNILAB Pulsar Program, making it possible to use varied resources and materials to carry out activities such as leaflets, posters, T-shirts and the use of social networks with the dissemination of campaign images. The data was collected using the field observation of tutors, who recorded their impressions and reflections in field diary.

## RESULTS

The educational campaign was structured in three stages.

### Step 1: Training tutors

In the first stage, which corresponds to the training of the tutored, priority was given to the formulation of ideas on the subject of sexual health of men, through dynamic techniques in a workshop, where small groups planned strategies to reach the male audience. For this, different educational resources were made available such as cardboards, colored pens and brushes for the preparation of visual material, as well as the use of a Datashow projector for the presentation of the proposal. In this way, the experiences of each participant were exposed, encouraging group interaction and teamwork.

At this training moment, the problems, risks and prevention of the sexual health of men were discussed, as well as the role of the nurse in health education activities. The conduction of this training took place through the use of active methodologies aiming at the collective construction of new knowledge based on problems. This methodology, also known as Problem Based Learning (PBL), is an unconventional pedagogical proposal employed in the search for solutions to problems with active student participation, being the main protagonist in the construction of knowledge.<sup>9</sup>

The use of active methodologies such as the PBL, although not part of the academic training in the daily life of UNILAB, was well received by the academics. This was perceived through the spontaneous collaboration of those involved in the

development of training in order to validate the choice of method.

Following this same line of learning, some images related to prostate, penis and testicle cancers were presented in order to promote knowledge and attitudes of the students, favorable to human health, arousing the curiosity and interest of multiplying the knowledge acquired for the target audiences: high school students and their parents. Broadly speaking, this step sought to reflect on an immediate need for more information about sexual health: men.

### Step 2: Construction of the educational campaign

In the second stage, the presentation of the product from the training took place, culminating in the construction and dissemination of the campaign "I take care of my father, and you?". With a focus on prostate, penis and testicle cancer. The launch took place at UNILAB during the presentation of an official virtual campaign page. For this, a section of photos with several Nursing students was carried out using the campaign symbol represented by a mustache made of black cardboard paper and an official shirt of the proposal.

The objective of this second phase was to attract the attention of the entire student body and the university's employees to the importance of collective actions in health education with a focus on male sexual health. The use of posters was also a resource that propitiated the propagation of the campaign.

### Step 3: Implementation of the educational campaign in schools

Regarding the third stage, the tutored had, as a main action, the implementation of the campaign in the two high school institutions of the region of the Baturité Massif. It was decided to use the same methodologies used in training. In each school, a meeting took place, where the public was sensitized through health education practices, using active methodologies, guiding them about care and self-care in the field of male sexual health.

The meetings took place in the form of talk wheels and dialogic exposition that addressed some pathologies and mortality rates due to sexual infection between men constructing knowledge in a shared way.

In these spaces, the tutored used the creativity with material symbols of the campaign: the mustache sticker; custom t-shirts; brooches; pamphlets and audiovisual resources. Strategies that ensured the awareness of young students, with clarity and

objectivity, about caring for their parents. The use of realistic anatomical pieces of the male genital organs (penis and testicles) has rescued the concern with the realization of the self-examination for the prevention of cancer.

The aim of this stage was to make high school students, both schools, multiplier partners and facilitators of this knowledge, having as main task the awareness of their parents to adopt appropriate postures, such as to seek health care for the accomplishment of traces and specialized consultations in a preventive way. There was a significant participation of the students in the campaign, a fact perceived by the participation and interaction that occurred in the meetings.

Several images were published in a fanpage created to publicize the campaign with the participation of high school students in the publications. They were asked to post photos together with their parents to support the campaign.

## DISCUSSION

Promoting health provides the individual with critical and reflexive abilities, empowering him to autonomy in making changes and making decisions on issues related to a good individual and community development, having as a main focus the determinants of the health-disease process.<sup>10-</sup>

<sup>11</sup> Health campaigns and actions can raise awareness among the male public about self-care, especially if they address issues of interest to this specific public.

To that end, health promotion must take on new ways of putting these actions into practice where, more and more, creative strategies emerge that may induce the adaptability of each group, especially the male, to adopt healthy behaviors.

Nowadays, it is already known that men seek health services less than women.<sup>12</sup> This fact can arise from several causes and factors, which raises a series of questions that demand health promotion actions aimed at the male universe.

There are also few programs and activities aimed at the sexual health of men, with the female audience, especially women in the reproductive range, the most beneficiaries. This fact may be related to the attention deficit in this area producing a certain invisibility about the male public.<sup>1</sup> The creation of strategies of care, geared to the health needs of men, is essential, since male health promotion is based on basic assumptions, being imperative the realization

of campaigns in order to revert this framework by fitting other profiles in the routine practices of health services.

The development of campaigns and actions by the academic community can be considered an innovative and highly effective tool in working with the public, such as the male, which in the short or long term can directly and indirectly imply the acquisition of quality of life. In this context, the campaigns serve to elucidate the main doubts and problems that prevent men from understanding the importance of this process of promoting health and self-care, as well as providing empowerment.

The non-empowerment of men regarding their health brings important negative points that significantly influence their well-being, since they bring with them unquestionable conceptions about their health conditions that make it impossible to approach the care networks. In this perspective, some authors emphasize the existence of positive values about obtaining knowledge related to male sexual health for a healthy and fuller experience of sexuality, mainly recognizing their rights, which are not restricted to the reproductive conception.<sup>13</sup>

It is important to emphasize that education programs aimed at men's health become effective in preventing injuries when used strategically in risk reduction, changing lifestyles, and increasing male adherence to health services.<sup>14</sup> These alternatives produce positive results when, in carrying out campaigns and actions, there is the possibility of including other relatives, such as children, making them facilitators and bridge access to information and knowledge.

In this sense, the PBL has effectively contributed to the training of the tutored, enabling optimal strategies for the multiplication of knowledge, as this methodology helps to develop the individual's critical and creative sense.<sup>9</sup> This method suggests the transformation of the learning process, as well as the action of teaching, bringing to the scenario a problem solving proposal as a course in the elaboration of meaningful knowledge.<sup>15</sup>

In the materialization of the campaign in the community, the participation of students from secondary schools functioned as a fundamental strategy to reach the parents, because it is believed that the strong link between these two agents favoring the dialogue. From this point on, the result is awareness of human health, the exchange of knowledge between generations and family support in joint decision-making, including

changing habits and breaking prejudices. Thus, it is considered that behavioral changes arise when people acquire knowledge based on meaningful learning where there is the promotion and production of meanings among the actors involved in a dynamic and interactive process.<sup>16</sup>

In this direction, this experience emphasizes the relevance on the execution of campaigns / actions carried out by Nursing students, in community environments, before a society in reform of concepts and opinions regarding health involving the male sex.

It is noteworthy that the multiplicity of social actors involved and who incorporated the initiative are significant elements about the success of the campaign. Members of different sectors, such as the UNILAB Graduate Pro-Rectorate (PROGRAD), the teachers and students of both higher and secondary education institutions played important roles, making possible the planning and execution of the interventions.

Regarding the advancement of studies in this area, they are still classified as incipient, in a process in which the issues related to human health are gradually being inserted in the academic and scientific scenario, in addition to the current public policies.<sup>17</sup> In this way, in the training of professionals and citizens, the search for initiatives that impel changes in the critical sense of men in society using various extracts of teaching and innovative strategies for health promotion.

Nursing has a primary role in the participation of health education campaigns, and this practice is a characteristic that differentiates it from other professional categories. As a result, the use of diversified and innovative resources, such as information and communication technologies, which, in their advancement and power to disseminate content, "make changes and create new meanings, meaning in the lives of people and society in general, independent of sociocultural levels".<sup>7</sup>

As a result, the spread of the campaign among the tutorandos, academic community and high school students, the latter being the primary targets of the campaign, provided an approximation and sense of belonging to the movement, especially when they saw, through images, your active participation.

Therefore, the campaign on the sexual health of man, within the Pulsar Program of UNILAB, was characterized as a positive action at the beginning of the academic trajectory, since it enabled to the future nurses an extended view of the subject and discoveries of new means of learning where creativity and

empowerment have brought the capacity to reflect on transformations of a neglected reality and, at the same time, so deficient in information and knowledge.

Regarding the limitations, it was observed that the educational campaign could have been broader if other school participants, such as health professionals, teachers and managers, had been activated, fostering co-responsibility for multiplying information.

## CONCLUSION

The educational campaign "I take care of my father, and you?" Within the Pulsar Program, with the participation of all the actors involved in the promotion of male health, enabled a concrete network of support in carrying out actions aimed at this transforming public.

This set of activities provided participants with gains in intra- and extra-mural learning in educational institutions. It is noteworthy that the method used in the training was crucial for the construction of knowledge of the tutorandos inserting them into a problematic with situations and aspects similar to those found in reality.

The experience allowed the expansion of new paths, exploration of differentiated methodologies, and the positive return in the academic career revealing skills and demonstrating ethical responsibility in the practice of competencies. In short, the involvement of Nursing undergraduates in educational campaigns during the formative period made it possible to arouse interest in the course, bringing benefits in the pursuit of personal growth promotion and awareness of changes in social reality.

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