THE IMPACT OF PLAYFULNESS CARE ON SOCIAL SCENE: IMPLICATIONS FOR NURSING

O IMPACTO DO CUIDADO LÚDICO NO CENÁRIO SOCIAL: IMPLICAÇÕES PARA A ENFERMAGEM

ABSTRACT
Objective: to evaluate the impact of playful care developed by students and a teacher of the nursing course in Rio Grande do Sul in the social life of the people. Method: this is an exploratory-descriptive study with a qualitative approach. The data was produced on 07/12/2012, 10/31/2012 and 07/09/2013 through semistructured interviews recorded with 10 people in the playful activities during events in the city of Santa Maria and Porto Alegre (RS), Brazil. The Ethics and Research Protocol 072.2010.2 approved the research project. Data were analyzed according to content analysis. Results: two categories were identified: << Playfulness Care: a light and innovative technology in health promotion on the social scene >>; <<The impact of playful care for the conventional transcendence educating about healthy living. >> Conclusion: it is unveiled positive impact of playful activities as a stimulus to new perception of educating for a healthy living while (re)construction/development of health promotion. Descriptors: Technology; Health Education; Health Promotion; Nursing.

RESUMEN
Objetivo: evaluar el impacto del cuidado lúdico desarrollado por estudiantes y un docente de un Curso de Enfermería del Río Grande del Sur en el cotidiano de la vida social de las personas. Método: estudio exploratorio-descriptivo, de enfoque cualitativo. Los datos fueron producidos en 12/07/2012, 31/10/2012 y 09/07/2013 mediante entrevista semi-estructurada grabada con 10 personas que asistieron a las actividades lúdicas desarrolladas en eventos en la ciudad de Santa María y Porto Alegre (RS), Brasil. El proyecto de investigación fue aprobado por el Comité de Ética e Investigación, Protocolo n° 072.2010.2. Los datos fueron analizados de acuerdo con el análisis de contenido. Resultados: se identificaron dos categorías: << Cuidado lúdico: una tecnología leve e inovadora en la promoción de la salud en el entorno social >>; << El impacto del cuidado lúdico a la transcendencia del modo convencional de educar sobre el vivir saudable >>. Conclusión: se desveló el impacto positivo de las actividades lúdicas como estímulo a una nueva percepción de educar para el vivir sanamente tanto (re)construcción/valorización de la promoción de la salud. Descriptores: Tecnología; Educación en Salud; Promoción de la Salud; Enfermería.
INTRODUCTION

Since the mid of 90s, nursing return to theoretical and practical problematizations and experiences of care in the different directions of knowledge considering the ontological, existential, dialogical dimension of the human being, since the health-disease process is complex with ethical values that establish the uniqueness of each being.¹ The process of nursing work is complex and multifaceted. Therefore, it requires a set of knowledge, skills and attitudes to occur an innovation in the professional nurse.

This knowledge must establish the form of social contributions and the inclusion policy, which nurses need to use them acting critically and reflectively and with consciousness.² In this sense, it is understood that education, citizenship, health and ethical need increasingly to integrate the everyday nursing education through methodological innovations in the training process not being alienated or out of focus from the real social needs. It is understood that the issues surrounding the autonomy of individuals, citizenship and ethics need to gradually integrate the university as one of the fields of professional activity.

There are discussions about the guidelines of the Unified Health System (SUS) as the Ethics and Citizenship Program: building values in school and in society as well as the regulations of the National Reorientation of Vocational Training in Health Program (Pro-Health), launched in November 2005 by the Ministry of Health and education.³ Through an innovative and socially perspective in social needs, the educational process of nursing education at the University Center Franciscano/UNIFRA is seeking to broaden and experience the concept of health and care, contextualized and grounded in everyday social life through playfulness.

The playfulness in teaching and nursing care, currently, is a methodological technology, capable of understanding the human being as singular, historical and responsible for healthy living in their everyday social life. It is an effective instrument in promoting health that combines the joy and commitment to the achievement of self-care in promoting health education.² The playfulness care promotes the health of individuals and communities to transcend any technical activity preparation and administration of drugs, dressings and/or surveys. It can be considered as a light technology,⁵ that benefits the human being from the perspective of their values.

It is noted that the playfulness care, combined with various types of technologies that are used and classified as hard technology related to technological equipment; light-hard, which refers to structured knowledge working in the healthcare process; and light technology, comprising the production relations, communications, hosting, links and empowerment, able to promote health care.¹ It is noted that the light technology is characterized by components that value human attributes as listening, dialogue, creativity and sensitivity.

The playfulness is considered as a light technology in nursing care to develop the humanization through health promotion, which is expressed in the feelings and attitudes of the caregiver and the cared person.⁴ A recent study shows that nurse/patient interaction favors the existence a pleasant environment through music, videos, conversations, jokes, where the playfulness is a technology that qualifies nursing care.² However, it is found many times that the playfulness care in nursing/health as a light technology is not a reality yet. However, its insertion proceeds gradually, since its impact is visible for the welfare of those involved in health promotion process. It is seen that the playfulness perspective opens the possibility of nurses as educators to transcend the established biomedical care that only treats the individual and his diseases.³

In this sense, the playfulness care values the singularity and human historicity according to their values, thinking how to promote their own health. Moreover, it transforms the daily care, through good humor and relaxation at talking and acting, making cozy, fun and pleasant living.³ Based on the above, the question is: << What is the impact of playfulness care project of the nursing graduation course in the social context? >>

To answer the question and in the expectation of enabling interactive and committed looks to care in a larger perspective, the aim of the study was to evaluate the impact of playfulness care developed by students and a teacher of a Nursing Course in Rio Grande do Sul in the social life of the people.

METHOD

Exploratory descriptive study with a qualitative approach,⁶ linked to the project “playfulness Care: innovative educational strategy to promote comprehensive health”, having as the objective to articulate the
extension, research and teaching in nursing, the playfulness in the hospital, academic and social environment, being conducted by the method of action research. The project has as cross focus to humanize and instigate society and health professionals to be agents of transformation of educational practices in health promotion and enhancement of human valorization.

The study took place in palces where the playful actions were performed by nursing students members of the project as: 19º Cooperatives Fair (FEICOOP) in Santa Maria/RS, Brazilian Congress of CEBEn Nursing in Porto Alegre/RS and eighth Solidarity Economy Fair of Mercosur in Santa Maria/RS. For inclusion criteria in this study, 10 people who were watching the playful activities developed by the project were invited. People were randomly invited. The quantification of the subjects was related to the saturation of research data considering the quality of information of the subject.

The data were produced on 07/12/2012, 10/31/2012 and 07/09/2013, after the playful actions, through semi-structure interviews, with the following guiding questions: What is the impact of the playful actions involved? Talk about the playful actions you witnessed. What are the positives/negatives of the playful actions experienced?

For data treatment, content analysis of Bardin was used, about ordering, classification and categorization of the data analyzed according to a pre-analysis for the organization of the material collected. As a result, there was a systematization of findings investigated by careful reading of the responses, generating two categories: 1. playfulness Care: a light and innovative technology in health promotion and social scenario 2. The impact of the playfulness care for the conventional transcendence mode of educating about healthy living.

The ethical and legal issues involving research with human beings were considered, according to resolution 196/96 of the Ministry of health. Thus, the Term of Free and Clarified Consent (TCLE) was given to the research participants in two ways, one being held by the participant and the other held by the researcher. The anonymity of the respondents was kept and they were identified by the name of flowers. The Ethics Committee of University Center Franciscano/UNIFRA approved the research project under number 072.2010.2.

RESULTS

From the analysis, two categories emerged: Playfulness Care: a light and innovative technology in health promotion on the social scene and the impact of the playfulness care for the transcendence of the conventional way of educating about healthy living.

- Playfulness Care: a light and innovative technology in health promotion on the social scene

The impact of playfulness care through a “relaxed atmosphere” meant an important area of health promotion conducted by nurses in their educational and social practices to enable reflections about the behaviors in individuals experienced with their daily habits.

[...] At the beginning I thought it was a kind of confusion, then I began to understand I saw those nurses coming in paper ambulances, I found it very funny, but I confess that at first I was scared, and I also think what you do is really cool because then we can see that nurses are not only in the hospital they can go far beyond [...] (Rose)

It is possible to see in the participant reports that the activity allowed to break the paradigm as professional nursing practice by stating that the activity led to the idea that the nurse is not only acting in the hospital but he can go beyond, through proactive activity and entrepreneurial, demonstrating the sensitivity inherent in the act of caring for individuals through playfulness.

[...] My teacher and I were in the Paulo Freire tent when we look at the stage and began playing this music that chills me, we came running, we dropped everything just to see what was happening but we lost a little bit to see, it is very exciting to see that nurses act sensitively to promote health, I want a recording to take to my city in Ceará. (Earring Princess)

It may be noted in the report that the activity is perceived as innovative in nursing care. The impact of playfulness care was innovative educational practices in nursing education in transforming health because it stimulates changes in behaviors and habits for healthy living.

Very nice of you to do this type of activity. Besides being creepy, they make us rethink as nurses about our practice day by day, because sometimes we do not realize that a simple gesture can make a difference in the lives of our patients. (Glass of Milk)

These words show that health education through playful actions, encourages healthy living of individuals from changing
their daily habits, but also it demonstrates the art of caring in nursing with sensitivity and respect for human beings.

Tell me something, are you from performing arts? [...] seriously, I did not think nurses do performances, but congratulations, you have the attention of people and make us reflect on the subject [...]. (Daisy)

We can see in the story that nursing has to act breaking paradigms in order to demystify their actions as merely technical. The actions of the playfulness care project is effective as reported, as they enable the construction of health education on health, with a light technology that positively impacted the healthy and happy habits and behaviors with empathy, sensitivity, companionship, ethics and creativity of nurses in their educational and social practices.

- the impact of the playfulness care for the transcendence of the conventional way of educating about healthy living

at the end of each event according to the interviewees, transforming the conventional way of educating about healthy living was found. There was a playfulness effective contribution to the structural remodeling in their way of thinking and being conscious in their everyday choices.

[...] How good is to see you young people attending college. Even with the rush of day to day life you are engaged in other activities showing for young people on these issues, especially about drugs because we have lost many teenagers in this world. Glad to see that. (Lily)

With this exposure, it was possible to realize the recognition of the project activities in relation to health education, particularly when referring to young people in vulnerable situations. The impact of nursing playfulness experiences was notorious, recreated through art and innovated to materialize in the cultural scene of the participants who attended the project actions.

I did not know that a conference of this size would have these cultural moments. I found it very interesting and I even dare to say that I think all conferences, seminars, symposiums should have these moments because it make them become richer even for us professionals to rethink our practices. Congratulations [...]. (Gerbera)

It is observed in the report that the activity generated by the amazing innovation of nursing practice. The impact of playfulness care transcends the conventional way of educating about healthy living. It was found that the actions of the project meets Teaching, Research and Extension University relating to issues of health promotion so that the human being in its singularity and historicity, elect to live healthier in their daily lives from the stimulus transformative educational practices of nurses in the social scene.

[...] I think I should not let people get sick to care for them. In the case of drugs, if there were a primary prevention or even if the professionals think like you, they had to show attitudes for young another reality. So they care much more than for lectures and this stuff, but very cool [...]. (Brromeliad)

It verified, in this narrative, that playfulness activities undertaken by the project generate greater interest in young people. These actions provide positive and exciting changes for healthy living impacting positively on society, health professionals and students, with the relevant health education for the benefit of human beings.

DISCUSSION

Nursing as a human science has a strong commitment to individualized care that meet to the subjective world of meaning of care and their relationship to the essence and the human experience. Care is expressed in harmonious, creative, proactive and entrepreneurial meeting, being the subjects of education change agents for healthy living. To develop a theoretical and practical education process, from the social entrepreneurship approach, allows to relativize the hegemonic truths of traditional knowledge. It means, starring new possibilities of social intervention by developing proactive social practices and committed to articulated and embedded in social reality training.

The teaching exercise is increasingly the development of participatory methodologies and the creation of spaces capable of stimulating creativity, initiative and self-direction for the practice of entrepreneurship. Thus, the active methodologies gain space before glimpsed only for traditional practices, characterized by a sequence of standard actions whose focus was centered on the dissemination of information and compliance activities.

The recreational and educational activities performed by nurses and dialogical communication, grounded in care practice, allow the process to teach and learn along with the individual and the collective, transcending outdated practices of imposing knowledge to individuals. This process involves the development sensitive skills, how to look, hear, touch, talk, pay attention to
the questions and respond with attention and interest to individuals, valuing them in their uniqueness and opportunity to seize during recreational and educational activities.

Educating is a process of constant interaction between educator and student, involving the fostering of autonomy, critical thinking and appreciation of other cultures so that it does not occur knowledge. The playful care can be thought as na art of nursing care, considering the way in which society lives as it stimulates (re) building a happy and healthy life to live their daily routine. It also promotes healthy living by involving a natural process and the interface of the dialogues of knowledge among users, academics, professionals in education, health as well as managers, to foster emancipatory strategies to promote health. It engages the participation and social mobilization of different social sectors to insert themselves into the concrete reality of the subject, with a light technology of nursing/health in valuing human life.

The healthy living through playful care brings satisfaction and causes people to feel good. The interactions of playfulness with drama, music, games provide for people to interact playfully with their world by organizing their interior from the experiences in their exterior. Education for transforming health adds value and knowledge to the personal condition of “being” human as makes possible reflection on professional sensitive on the singularity of being cared and not limited to the welfare and care only superficial.

The playful care is presented as a light technology in the teaching-learning process, since is not limited to the use of simple equipment, to the activities organization that they are observed, included and socialized. The laughter and humor have beneficial effects on health, thus the recreational resources are recommended as an alternative therapy to improve the well-fare. Here, the recreational activities in the project outweigh the traditional approaches, as they disrupt the vision of individuals performing purely technicist nursing activities.

The activities provoke, challenge and instigate the search for knowledge, but not the transmission of this knowledge, but the collective construction of it. The teaching and learning are shown horizontalized. The playful care project provides to experience nurse playfulness in several scenarios, with a unique and transforming experience of educational and social practices of being a nurse in health promotion.

**CONCLUSIONS**

In assessing the actions of the playful care project, it was unveiled its positive impact as a stimulus to the new perception of educating for living healthy while (re)construction and reclamation, in regards to being healthy. Playful interactions were constructive for the subjects of this research and project members who have excelled in creativity, sensitivity, and problems found in favor of the human being.

The project is considered a methodological innovation in nursing education and a light technology that brings the humanized daily practice of professional nurses to their competence of educate, recreate and rethink the knowledge. It has been shown as an important tool in promoting the health of individuals, who recognize the importance of these activities. However, it becomes necessary more studies regarding conquered through university extension projects, as well as about the recreational activities in the social scenario results.

The society can perceive through the activities undertaken, the various health care settings where nurses/health may be operating. Beyond the answers or unquestionable truths, the study sought to instigate new ways of working to promote health through fun activities and dialogue with the knowledge already built about the vulnerability of society in order to teach and learn from a horizontalized way well as circular in an environment that allows the exchange of individuals’ co-participation.

It is considered that the activities undertaken by members of the “Playfulness Care: innovative educational strategy to promote comprehensive health” has been able to achieve the proposed objectives about joint teaching with the research and extension in Nursing, playfulness in the hospital, academic and social environment and humanize and instigate society and health professionals to be agents of transformation of educational practices in health promotion and enhancement of the human being.

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