

UMA EXPERIÊNCIA DE EDUCAÇÃO EM SAÚDE ENTRE ACADÊMICOS DE ENFERMAGEM E ADOLESCENTES DO PROJETO PESCAR

AN EXPERIENCE OF HEALTH EDUCATION AMONG NURSING STUDENTS AND ADOLESCENTS FROM PESCAR PROJECT

UNA EXPERIENCIA DE EDUCACIÓN EN SALUD ENTRE LOS ESTUDIANTES DE ENFERMERÍA Y LOS ADOLESCENTES DE LO PROJETO PESCAR

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RESUMO

Introdução: A educação em saúde deve provocar a reflexão no adolescente sobre suas decisões, responsabilidades e construção do projeto de vida. **Objetivo:-** Relatar a experiência sobre práticas de educação em saúde com adolescentes. **Metodologia:** Foram realizados oito encontros com adolescentes que frequentavam um curso de capacitação para o trabalho. Os encontros foram direcionados para discussão de temas relacionados à saúde. Os fundamentos conceituais que orientaram as atividades foram pautados nos estudos desenvolvidos por Paulo Freire. **Resultados e discussão:** A metodologia baseada na roda de conversa aumentou gradativamente a interação entre educandos e educadores, maior troca de experiências e momentos de reflexão mais frequentes. A aplicação de dinâmica de grupo trouxe dificuldades às discussões realizadas em sala por provocar dispersão entre os adolescentes. As experiências ocorridas no contexto das relações familiares e de amizade propiciaram discussões e reflexões entre os adolescentes, bem como o uso de imagens do cotidiano aumentou o interesse dos educandos pelo tema abordado. **Conclusão:** O diálogo mediado pelas experiências e pela reflexão, proporciona uma ressignificação da experiência. Portanto, os adolescentes podem assumir novas práticas de cuidado com a saúde mais saudáveis e de maneira mais consciente.

Palavras chave: Adolescente; Educação em saúde; Promoção da saúde.

ABSTRACT

Introduction: Health education should provoke adolescents' reflection on their decisions, responsibility and construction of life project. **Objective:-** To report the experience of health education practices with teenagers. **Methodology:** There were eight meetings with teenagers attending a training course for work. The meetings aimed to discuss issues related to health. The conceptual foundations that guided the activities based on studies developed by Paulo Freire. **Results and Discussion:** The methodology based on the conversation wheel gradually increased interaction between students and educators, greater exchange of experiences and more frequent moments of reflection. The application of group dynamics brought difficulties to the discussions held in class for causing dispersion among adolescents. The experiences in the context of family and friendship relations propitiated discussions and reflections among adolescents, and the use of everyday images has increased the interest of students in the discussed topic. **Conclusion:** The dialogue mediated by experience and reflection provides a reinterpretation of the experience. Therefore, teenagers can take on new healthcare practices in a healthier and more conscious way.

Keywords: Adolescent; Health education; Health promotion.

RESUMEN

Introducción: La educación en salud debe provocar una reflexión del adolescente acerca de sus decisiones, responsabilidades y la construcción del proyecto de vida. **Objetivo:-** Relatar la experiencia de prácticas en educación en salud con adolescentes. **Metodología:** Se realizaron ocho reuniones con los adolescentes que asisten a un curso de capacitación para el trabajo. Las reuniones enfocaron en la discusión de temas relacionados con la salud. Los fundamentos conceptuales que guiaron las actividades se basaron en los estudios desarrollados por Paulo Freire. **Resultados y discusión:** La metodología basada en las ruedas de conversación incrementaron gradualmente la interacción entre estudiantes y profesores, un mayor intercambio de experiencias y momentos de reflexión más frecuentes. La aplicación de la dinámica de grupo trajo dificultades a los debates celebrados en la clase por lo que causaron la dispersión entre los adolescentes. Las experiencias en el contexto de las relaciones familiares y de amistad propiciaron debates y reflexiones entre los adolescentes, así como la utilización de imágenes de lo día a día incrementó el interés de los estudiantes acerca de lo tema. **Conclusión:** El diálogo mediado por la experiencia y la reflexión ofrece una reinterpretación de la experiencia. Por lo tanto, los adolescentes pueden asumir nuevas prácticas de atención a la salud de manera más consciente y saludable.

Palabras clave: Adolescente; Educación en salud; Promoción de la salud.

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INTRODUCTION

The Statute of the Child and Adolescent (ECA – *Estatuto da Criança e do Adolescente*) considers adolescence the phase of life between 12 and 18 years⁽¹⁾. It is characterized by changes and challenges in various spheres related to physical growth and psychological maturation, sexuality, family relationship, economic crisis, violence, drug use and/or abuse, labor market insertion and others⁽²⁾. Those changes expose adolescents to vulnerabilities that have an impact on their physical and psychological health.

In addition, the adolescent needs opportunities to reflect, build a life project, and realize it. The absence of that aspect can put any adolescent at risk, regardless of their social situation⁽²⁾. Therefore, several factors increase adolescent vulnerability to certain risks such as unplanned pregnancy and psychoactive substance abuse. Health education emerges as a potential to provide ways of coping with situations in which there is increased vulnerability.

According to ECA, children and adolescents have the right to education in order to promote their full development, preparation for the exercise of citizenship and qualification for work⁽¹⁾. Health education aims to help adolescents in the reflection related to their decisions, responsibilities and construction of life project. It must involve the adolescent in active participation so that he/she can reflect on the decisions of his/her life and develop his/her autonomy and responsibility⁽²⁾.

Providing the adolescent with knowledge and skills can change his/her behavior. Therefore, in the actions of health education, the knowledge that the adolescent already possesses must be considered and valued, and, from that point on, stimulate potentialities and promote complementary interventions. Health education enables strengthening self-esteem, assertiveness and the construction of a life project. That enables more conscious choice and decision-making⁽³⁾.

The consequences of choices in adolescence have become increasingly permanent so that the guidelines provided by health education assume a special and fundamental meaning in the life of the youngster⁽⁴⁾. Therefore, health education, besides reducing vulnerabilities, can help develop potentialities directed to a healthier life.

Health education is of fundamental importance in the life of the adolescent, and, in that context, the school is the possible place for its development, since it enables clarifying doubts and discussing various subjects. However, there are no consolidated educational programs in those institutions⁽⁵⁾. The same occurs with health institutions. In that sense, the lack of space to discuss topics related to daily life is one of the needs of that age group⁽⁶⁾.

The Pescar Project is a social project aimed at low-income adolescents and aimed at preparing them to enter the labor market. In that context, there is creation of a space of group discussion directed to the construction of the life project. Those discussions involve reflections on issues related to adolescents' everyday life, such as health promotion and disease prevention, which help in that construction necessary for entering the labor market.

Therefore, in the Pescar Project, there is a consolidated educational program directed to adolescents, in which professionals, students and adolescents develop reflections on themes necessary to build the life project. In the health area, one of the goals is to make adolescents the protagonist of their own health, which represents a challenge for health professionals and educators. Nevertheless, what strategies would be appropriate to serve that population? There are several experiences in the literature related to the use of groups, but few are developed by nursing students.

Adolescents' participation in health education groups focused on disease prevention and discussion of health promotion issues is important⁽⁵⁾. Group activities create a dynamic space for educational actions to occur in an articulated way with the reality and the experience of the adolescent group⁽⁷⁾.

However, the professional needs to have knowledge and to be prepared to apply the group strategy in order to better lead it⁽⁸⁾. In the nurses' work process, there is the care aimed at promoting health through education⁽⁹⁾ and the use of group strategy. The nursing student should be prepared to exercise them, since those activities can be directed to different audiences, including the members of the team led by him/her. The student should acquire the knowledge and skills necessary for the conduction of adolescent groups and health education. The Pescar Project is an opportunity in which the student has that contact with

adolescents and can carry out health education through group strategy.

Thus, the present research aims to report the experience of nursing students about health education practices with adolescents, developed through group strategy.

METHODOLOGY

This is a descriptive study, of the experience-report type, on nursing students in the practice of health education directed to adolescents. The conceptual foundations that guided the activities based on studies developed by Paulo Freire.

The actions of prevention and health promotion carried out through health education intends to stimulate the creative and resolute potential of the adolescents, as well as the participation and the protagonism, so that the life projects and behaviors of the youngster prioritize the self-care in health⁽²⁾.

In dialogic education, there is the sharing of experiences and knowledge, in an environment conducive to listening, participation and horizontal dialogue, where everyone learns and teaches mediated by the world. In that practice, the learner participates in an active, critical and questioning way, being an agent of his/her transformation. In problematizing education, students and educators are subjects of their learning process, surpassing the alienating intellectualism and the false consciousness of the world. The world comes to be seen as an incidence of the transforming action of men, which results in their humanization⁽¹⁰⁾.

The problematizing education has a reflective character, implies a constant act of unveiling of reality, which stimulates criticism and disalienation. Reflection refers to man in his relations with the world. As men reflect on themselves and on the world, they increase the field of their perception. What was not perceived starts to stand out and assume the character of problem, a challenge⁽¹⁰⁾.

The present study is the result of the development of an extension project carried out in the context of the Pescar Project of the Gerdau-Divinópolis Pescar Project Foundation. The Pescar Project intends to train adolescents in the area of sales and customer service. It contemplates the dimensions of knowledge, of doing, living and being, being constituted by the axes Professional qualification and Personal development and Citizenship. In the personal

development and citizenship axis, there is the health module, contemplated with 80 hours⁽¹¹⁾.

In the health module, there is an approximation of the adolescents and students of the nursing graduate course. In that context, the teaching-service-community integration is an axis that contributes to the training of adolescents in order to arouse interest in the acquisition of new knowledge and skills necessary for the practice of nurses.

The methodology used in the approach to adolescents, in the health module, took the form of conversation wheels, performing thematic discussions. Initially, the first meeting with adolescents took place, with the objective of raising topics of interest to adolescents and establishing contact between students and adolescents. The institution also listed topics that they would like to discuss in the conversation.

Given the listed topics, there was elaboration of the schedule, the content to be approached in each conversation wheel, the number of meetings and the group techniques to be used. In the educational practices that took place during the conversation wheels, the horizontal dialogue was present, whose purpose is to promote reflective attitudes in the face of the limiting situations that cross the daily life of adolescents. In that context, in which the encounter between scientific and popular knowledge occurs, all participants and researchers learn and teach⁽¹⁰⁾.

Eight students previously trained to coordinate the conversation participated in the study. Lectures and conversation wheels on health education, group leadership and conversation-wheel methodology accomplished that preparation. There were eight meetings with adolescents attending a training course for work. The meetings aimed at discussing health-related topics: nutrition, physical exercise, health promotion and prevention, quality of life, and development stages.

Twenty adolescents and four nursing students were present on each conversation wheel. The nursing students who would coordinate the next meeting previously met with the responsible researcher in order to evaluate the previous conversation wheel and plan the group activities.

The meetings were held once a week, lasting two hours. The meetings were structured in order to start with the receptiveness, followed by the discussion of the theme and exchange of experiences, being finalized by the conclusions

and farewell. During the discussion of the theme and exchange of experiences, the adolescent talked about his/her experience and knowledge, confronted with the scientific knowledge brought by the student. In that encounter between scientific and popular knowledge, within the framework of everyday relationships, the acquired knowledge brings meaning to the learner and to the educator⁽¹⁰⁾.

In the last meeting, students and adolescents were able to evaluate the results of the reflections provided by the conversation wheels. Guiding questions that encouraged adolescents to share opinions and experiences about the impact of the educational program were used. Nursing students, in the face of those reports, were able to reflect together with the responsible researcher about the planning and contents covered in the conversation wheels.

After the meetings, notes were made in field diaries, which were analyzed according to the theoretical reference of Paulo Freire.

Therefore, the experience reported was performed in five phases: 1. Preparation of the students to coordinate the conversation wheels; 2. Survey of issues with the institution and adolescents; 3. Realization of conversation wheels; 4. Evaluation of the conversation wheels with participants; 5. Evaluation of the experience by nursing students.

Since this study constitutes an experience report, it was not submitted to the Ethics Committee evaluation. During its development, however, the ethical precepts contained in Resolution 466/12 were respected⁽¹²⁾.

RESULTS AND DISCUSSION

Describing the experience

Twenty adolescents, aged between 13 and 18 years, who were being prepared to enter the labor market participated in the intervention. The meetings took place through a conversation wheel and exhibition of photographs that related to the daily life and to the topic under discussion. The photographs were projected by data show and then the nursing students began the discussion with the students, with the chosen theme as the guiding principle. Eight nursing students conducted the conversation wheels, who took turns so that four of them were present each day.

At the first meeting, with the help of the professor in charge of the project, everyone was able to introduce themselves, saying what they

liked doing. The two groups were stimulated to interact, and each one could ask questions and comment to the members of both groups. That moment was important to structure the conversation wheels, approach learners and educators and know the expectations.

In all the meetings, the students were very participative, they collaborated effectively and contributed to the development of the class, either through the experiences reports, when answering our questions, and when applying to be "dummies" during demonstrations of some techniques (cardiopulmonary resuscitation). One of the factors that contributed to the students' interest in learning and participation during the classes was the use of the pedagogical strategy⁶, which allowed exchanging and sharing knowledge, showing that both are apprentices. During the conversation wheels, the adolescents brought contents of their daily life that were confronted with the content brought by the students.

Nonetheless, the students did not have answers to all the questions brought by the adolescents. At that moment, they encouraged teenagers to seek answers on academic sites, such as Scielo. At the beginning of the next conversation wheel, the students were discussing the content brought by the adolescents and themselves in order to answer the question that had remained unanswered. The horizontal strategy approaches the learner to the educator, opening the way for the learner to seek new knowledge and not to be restricted to what is informed by the educator.⁽¹⁰⁾

Another factor that contributed to students' interest in the classes was the use of another type of pedagogical strategy, the playful one, used during the simulation of cardiopulmonary resuscitation on a dummy. In order to arouse the interest and participation of adolescents, one should opt for a playful pedagogical strategy, such as the theater, triggering the interaction among the students, facilitating the retention of knowledge.⁽¹⁵⁾

Given the use of the playful method and stimulating the search for scientific content by the adolescents, the students reported greater confidence in applying the technique of conversation wheel. Moreover, the used methodology gradually increased the interaction between learners and educators, greater exchange of experiences and more frequent moments of reflection. The atmosphere of

confidence created during the lessons allowed the student to share his/her experiences and doubts, in a climate of reflection mediated by the dialogue between students and educators⁽¹⁰⁾.

Among the topics discussed in the conversation wheels, we observed that contents such as drug use and sexually transmitted diseases (STDs) had an impact on students. They shared doubts and difficulties that they had not been able to clarify in other contexts. When addressing the signs and symptoms of STDs, students were perplexed by the seriousness of the diseases, although they had some knowledge about them. Most were unaware of the magnitude of the consequences of unsafe sex. Sharing experiences in the context of family relations and friendship led to discussions and reflections among adolescents, as well as the use of everyday images increased the students' interest in the addressed topic.

The students, when clarifying the doubts, had difficulties to make explicit the scientific knowledge in the adolescents' language. The dialogue mediated by the responsible professor was fundamental to make the communication between the students and the adolescents more efficient. Health education functions as the link between adolescents and students. The interaction must take place through the receptiveness, bonding and knowledge exchange. The trustful relationship and the dialogue contribute to the proposal of health education, so that the living and respect between the two groups act as a facilitator of teaching with greater impact than technical knowledge⁽¹⁶⁾.

Despite the climate of trust, issues such as STDs raised a gender issue. In order to clarify certain doubts, the male adolescents sought male students. The same happened with the girls. Given that situation, in the next conversation wheel, we opted for coordination by students of both genders. Adopting that strategy was beneficial for both groups, since it addressed issues that were difficult to share in a group.

The use of group dynamics brought difficulties to the discussions held in the room for causing greater psychomotor agitation among adolescents and consequent reduction of concentration. Therefore, after the first two meetings, we decided not to use them. That can be explained by the difficulty of students to apply the dynamics technique, since that content is little discussed in the nursing curricula.

Such issues pass through health education and group strategy. The students discovered they need to know about group dynamics and health education, but group participants influence the effectiveness. That process strengthens the training of the nursing student, since it contributes to the construction and improvement of the teaching-learning process present in the nursing practice. On the other hand, students learn a new way of working with health education, based on the group experience with adolescents⁽⁷⁾. There is a personal and professional growth, since students begin to value diverse types of knowledge brought by the adolescents, and they envisage the possibility of intervening in the disease-health process through the scientific knowledge acquired in the context of the university.

The problematizing education of Paulo Freire, when used, brings reflections to the student about the daily work of nursing, in order to glimpse new possibilities and strategies⁽⁸⁾. That approach can stimulate adolescents, students and the community to be active subjects in promoting their health.

At the end of the experiment, the adolescents group brings the contribution of the contents in the understanding of the phenomena that occur in health. They reinforced the importance of understanding ways to prevent some diseases and to implement actions to improve the quality of life. For the students, this work enabled knowing a strategy to develop health education directed to adolescents. They learned ways of coping with difficulties that arise in the context of health education developed through group strategy.

The knowledge produced in that context may help structure and strengthen healthy behaviors and habits and changes that influence the social life and quality of life⁽¹⁰⁾. The educator, while educating, is educated when dialoguing with the student, who, being educated, educates. Both are subjects of the process and, together, they grow, they are both critical investigators⁽¹⁰⁾.

The methodology of the conversation wheel and the studies of Freire based positive experiences for academics and adolescents. The participation of nursing students is a partnership that prepares future nurses for the exercise of health education within the profession, brings students closer to the community and brings new knowledge and strategies for health education⁽¹⁶⁻¹⁷⁾.

CONCLUSION

The discussions provided by the conversation wheel allowed the adolescents to have moments of reflection together with the group of equals, on the promotion of health and prevention of some diseases. That may have been the initial step towards the leading role in health care. Group participation facilitated the exchange of experiences with the group of equals and with the academics, enabling the analysis of the subject by different approaches, according to their own life experience, with the scientific knowledge and the common sense.

The established dialogical relationship has an impact on the egress formation and encourages adolescents to take on new healthcare practices in a healthier and more conscious way.

The experiences of health education reported in the literature focus on topics such as sexuality and psychoactive substances abuse. Academics were able to get in touch with other quality-of-life issues by discussing them with adolescents. While sharing experiences with adolescents, they learned to coordinate groups and to carry out health education using that strategy.

Dialogue mediated by experiences and reflection, provides re-signification of experience. The pedagogy of Paulo Freire indicated different paths and strategies in the practice of health education, favoring interest, motivation and exchange of experiences among nursing students and adolescents.

The present study should contribute to the teaching of educational practices in nursing, stimulating a greater number of researchers to study the dialogical relationship between adolescents and nursing students.

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