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VIDEO EDUCATIONAL: TEACHING-LEARNING STRATEGY FOR PATIENTS CHEMOTHERAPY TREATMENT

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ABSTRACT
The aim of this study was to describe the stages of developing an educational video on undergoing chemotherapy, as a strategy for education for cancer patients in chemotherapy treatment. For the preparation of video educational, there followed the five steps recommended by Falkembach (2005): analysis and planning; modeling; implementation; evaluation and maintenance and distribution. The development of educational materials requires planning, proper selection of images, text production of easy understanding, a good script, and the combination with the creativity of transform the challenge of the transmission of technical-scientific language in a message for the target audience. The nurse, from her clinical experience is able to develop their own educational materials, such as the video educational, facilitating the process of health education and targeting benefits to patients undergoing chemotherapy treatment, thereby contributing to an effective treatment with the reintegration of patients in their everyday activities.

Keywords: Health education. Oncology nursing. Audiovisual resources. Chemotherapy.

INTRODUCTION

Today, cancer is considered a threatening disease, because in addition to affecting a large number of persons, it affects the lives of these individuals and their families, due to their vulnerability in the face of finality, and all the problems resulting from the disease itself. Its treatments depend on the staging and classification of the tumor cells, and may be surgical, radiotherapy or chemotherapy, alone or associated, with the goal of seeking the cure, improving the quality of life, diminishing and alleviating the symptoms associated with the disease, and increase patients' survival[1,2].

We emphasize that chemotherapy (Cht), which consists of the use of chemical substances, alone or in combination, which act at cellular level, interfering in the process of growth and division. The majority of the antineoplastic agents do not have cellular specificity, are toxic to rapidly proliferating tissues, characterized by high mitotic activity and short cellular cycles[2,3].

Although oncological treatment involves a multiprofessional team, nursing care plays a unique role, resulting from the closer relationship and contact with patients, mastery of technical questions, such as technologies and their complexities, in addition to dealing with events of intense suffering on a daily basis, which afflict oncological patients and their families[3,4].

There is emphasis on the educational function of the nurse, through the promotion of explanations and helping patients to through these obstacles, particularly when beginning their oncological treatment, with a view to appreciating them, their individuality, beliefs and their way of relating to the world. After all, each individual takes his/her own time to absorb, organize and solve the problems related to the condition imposed by the disease[1].

Health education is based on actions of the resources of information, education and communication, and may involve materials prepared for the purpose of subsidizing this interaction. Among the instruments used, the educational video (EV) is an outstanding didactic and technological resource,

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disseminator of knowledge, which may be used as a strategy for the formation of a critical consciousness and a way of health promotion[5].

The EV is a rich, interesting and complex medium for promoting education. When duly constructed, the material may be a tool in support of understanding and effective reflection, however, this requires the structuring and organization of information. This instrument has been used in different ways in environments offering support to learning to illustrate concepts or experiences for motivation, as a vehicle of information, among its other applications[6].

Thus, the present study seeks to describe the experience of a group of nurses, specialists in oncology (EEO) during the stages of preparing and constructing an EV for the oncological patients undergoing antineoplastic Cht, with the purpose of explaining in a didactic manner, the procedures to be carried out, the possible side effects, and care necessary during treatment. The construction and validation of this teaching instrument will be developed in a future study.

REPORT ON THE EXPERIENCE

This is a report of the experience of a group of EEO in describing the stages they went through to prepare a EV as a technological resources directed towards oncological patients submitted to Cht.

A literature was performed in the period from 2001 to 2011, in the Lilacs and BDENF databases, with the following descriptors: chemotherapy; health education, oncological nursing, communication; teaching materials and audiovisual resources, using the Boolean operators whenever necessary.

The theoretical reference used was the work of Falkenbach[7], who specified the stages necessary for preparing an EV: analysis and planning; modeling; implementation; evaluation and maintenance, and distribution.

In order to optimize the construction of the EV with regard to possible doubts and imperfection, some of the specifications were strictly followed, which should later facilitate its validation.

Analysis and Planning: At this stage, it was necessary to define the following: The aims, content, target public, when, where and how the EV would be presented, the resources required for its development, the budget available and the results expected[7].

The purpose of the EV would be to explain to patients undergoing Cht what this modality of therapy is, its purpose, and the means by which it would be carried out; provide guidance about the main complications and/or side effect, and teach the care necessary for their prevention and treatment. The content will be presented by means of narratives, with superimposed demonstrative figures, and following a logical sequence.

It is only by means of effective communication that the professional is able to help patients to conceptualize their problems, face them, visualize their participation in the experience, and alternative solutions to them, in addition to helping them find new behavioral patterns[4]. Thus, the information was prepared by a group of EEO, with clinical competence, based on the scientific literature of the area, guaranteeing the faithfulness of the guidance to be transmitted and the safety of patients. The target public will be patients undergoing Cht, cared for in the ambulatory outpatient units during the course of treatment performed.

The EV could be exhibited in the waiting room and in the Cht room, the choice of these rooms being justified by the interest in reinforcing, in a didactic manner, the guidance provided to patients submitted to antineoplastic treatment. The maximum duration will be 10 minutes, time sufficient in which to transmit the information and messages necessary, without making it a long and tiring exhibition, which would diminish the patients' attention[4].

To attain the proposed objectives, the material must transmit a light and cheerful atmosphere of high spirits and good humor, with a positive message to gain the patients' sympathy and attention. Therefore, digital animation resources will be used, without using images of real persons, to prevent shocking the target public, making it easier for all age groups, cultures and social classes to understand the messages, in addition to making the production and conclusion of the EV more accessible, and making the project economically feasible.

The predominance of cold colors and pastel shades will be sought, which calm the

atmosphere, transmit tranquility, and leave a lighter visual appearance, avoiding the excessive use strong and vibrant colors. The same concern will be applied to the audio, in which relaxing music, and calm and paused locution will be used.

In the field of health, the application of colors needs to suitable for transmitting a feeling of greater wellbeing to the patient. Colors have a great influence of the atmosphere, changing it, animating it, or transforming it, and there may alter the communication, attitudes and appearance of the persons present[8]. In a similar manner, music may be used as a tool to provide comfort, diminish pain, facilitate communication and the client-nurse relationship, making care become more humanized, in addition to eliminating the anxiety of patients who are being submitted to medical treatments[9].

Modeling: For preparing the content and transforming it into audiovisual language, it is necessary to know what to say to the spectator, and how the latter will interact with the educational material[10].

Adequate communication is considered that which is appropriate for a certain situation, person and time, and attains a defined objective. It involves special preparation, taking into account the message to be transmitted, the emitter, receptor and the communication technique required[4].

To construct an EV, it is necessary to combine planning, selection of images, production of text and animation with creativity, which will transform the production of this material into a great challenge, which will be capable of transmitting the message to the users[11]. As facilitators, we will organize all the information in the form of a script, an indispensable tool because it allows previous evaluation by specialists as regards the quality of the material to be developed.

The content of the material will be organized and made available in the following order: Definition of the Cht; administration pathways; time of duration; possible side effects; recommendation about diet to follow; attention to be paid to actions that must not be performed during treatment, and practical advice.

In the script, this information will be disposed and organized according to the main topics: audio and video. Under the topic “audio”, we will touch on all the sonorous information of the material that reaches the spectator through his auditory senses, and which will be subdivided according to the following items: locution, sound track and special effects.

The use of music as a care strategy in nursing, when it consists of culturally and universally important artistic expression, produces sound tracks that comprise the day to day social, affective and professional lives of persons, in addition to favoring the maintenance of mental health, prevention of stress and relief of physical tiredness. Therefore, the various influences of music on the body and its potentialities as part of therapeutic care, point out the perspective of the use of music as a resource within the scope of education[9].

Whereas, under the topic “vídeo”, we will approach all the esthetic and visual information that will be described in the script, those that the spectator captures through their visual senses, and which will be subdivided according to the following items: images, lettering and legends.

Because it is a subjective explanation, constructed from the authors’ ideas, concepts and visions, the script must be detailed, so that the professionals responsible for the production will know exactly what is desired. In order to facilitate understanding of the script and direct the production of the material, a storyboard will be developed – a tool created to demonstrated the pictures of which the video or animation are composed; it is the draft that allows the entire structure of the EV to be visualized. It is a draft, generally in the form of a graph, of what the video will contain, and how its components will be disposed[7].

It should be emphasized that for the construction of the EV, the project will first be sent to the Research Ethics Committee (REC) for approval. After this, the material will be evaluated by judges, EEO in the area of Communication in Nursing, who will contribute to the evaluation of content covered and the technical part related to the communicational aspects.

Only after the conclusion of this stage will the project pass on to the second stage, when the involvement of professionals and technical teams hired for the implementation of the EV

will begin, a stage that demands the highest financial investments.

Implementation: This is the process of creating the project, including sounds, images and animations, and it will be necessary to verify the texts exhaustively, so that there is no conceptual or grammatical error[7].

The EV will be assembled and finalized by graphic computation, using the Adobe Premiere software program. During editing, one must evaluate whether the messages are being correctly transmitted by means of the chosen audio and visual resources. It is important to observe that we cannot completely exclude the possibility of having changes with regard to the previously approved script or storyboard. Therefore, during the process of recording, production or edition, one must have the freedom to propose adjustments to optimize the end result. Special attention must be paid to obtaining all the authorizations for the use of images and audios, in addition to the due copyrights of all involved.

Evaluation and Maintenance: This consists of the stage of tests, verification of information and correction of errors in content and grammar[7].

To test the EV, it is recommended that pre-exhibitions should be promoted, to selected groups of spectators, chosen from among samples of the target public of the material, EEO and Specialists in the area of Communication. During these session, opinions and perceptions will be collected from the persons exposed to the EV. At the end of this process, a list of suggestions will be written, which will previously be analyzed, and if it is coherent, it will be forwarded so that the necessary alterations to be made. Only at the end of this process, after profound analysis and evaluation of the material, will the material be considered ready and its conclusion will be authorized.

Distribution: All the details with reference to the form in which distribution, disclosure or exhibition of the material will occur, will be considered.

After conclusion, the EV will be recorded in DVD format and presented to patients undergoing Cht, on a Television appliance installed in the waiting room and chemotherapy administration room. It will be exhibited every 3 hours, so that the large majority of the patients cared for daily will be exposed to the material one single time. Thus, at the same time in which there will be sufficient repetitions so that the material may reinforce and constantly provide reminders of the important information transmitted, overexposure to the video will be prevented from causing a negative effect, so that it becomes tiresome and generates antipathy in and rejection by the patients.

The nurse at the unit may, according to analysis of the current situation and persons present in the room, opt for exhibiting the EV with or without audio. There is also the hypothesis of not exhibiting the material at some of the predefined times, in case all the persons present in the room have already watched it on that day.

The EV is one of the teaching tools that has been used with greatest frequency over the last few years. This material may provide the spectator with greater ease of learning, due to the form in which it is presented, provide the development of critical thinking, promotion of expression and communication, favor an interdisciplinary view, the integration of different capacities and intelligences, as well as appreciation of working in a group[10].

The means of communication, particularly the audiovisual type, have developed sophisticated and multidimensional forms of sensory, emotional and rational communication, superimposing languages and messages that facilitate interaction with the public[12,13].

With the technological advancement that has occurred over the last few years, it has become increasingly easy to create videos that can be made with sophisticated video cameras, or simple digital photographic cameras, or even in virtual programs, according to the combination, animation and transition of static images[11].

For the construction of an EV in an efficient manner, it is necessary to divide the work of creation of an application into stages[7], and so that it fulfills its purpose, it is necessary for the author to know how to select and plan the content necessary, taking into consideration the profile and characteristics of the target public.

We emphasize that in our study, we focused only on the role of the nurse in the process of preparing the EV, and the formulation,

production and execution of the media will be developed in a future study, after approval is received from the REC, and disclosure of the necessary copyrights.

FINAL CONSIDERATIONS

The development of this study, led us to perceive that the use of the EEV is a communication strategy of fundamental importance for the technological development of nursing care, and one that is feasible for the teaching-learning process about procedures that demand technical skills in health, making to possible to gain access to various items of information organized in a manner that will meet the different needs of patients. It also contributed to improving the quality of nursing care, laying emphasis on the patients' need to learn, recommending their independence so that they may actively participate in the health-disease process.

VÍDEO EDUCATIVO: ESTRATÉGIA DE ENSINO-APRENDIZAGEM PARA PACIENTES EM TRATAMENTO QUIMIOTERÁPICO

RESUMO

O objetivo do estudo foi descrever as etapas de desenvolvimento de um vídeo educativo sobre o tratamento quimioterápico, como estratégia de educação para os pacientes oncológicos em quimioterapia. Para a elaboração do vídeo educativo, seguiram-se as cinco etapas preconizadas por Falkembach (2005): análise e planejamento; modelagem; implementação; avaliação e manutenção e distribuição. O desenvolvimento deste material educativo requer planejamento, seleção adequada de imagens, produção de textos de fácil entendimento, elaboração de um bom roteiro, assim como a combinação com a criatividade de transformar o desafio da transmissão da linguagem técnico-científica em mensagem adequada para o público-alvo. O enfermeiro, a partir de sua experiência clínica é capaz de desenvolver seu próprio material educativo, como no caso do vídeo educativo, facilitando o processo de educação em saúde e visando os benefícios proporcionados aos pacientes em tratamento quimioterápico, contribuindo assim para um tratamento eficaz e com a reintegração dos pacientes nas suas atividades cotidianas.

Palavras-chave: Educação em saúde. Enfermagem oncológica. Recursos audiovisuais. Quimioterapia.

VÍDEO EDCUCATIVO: ESTRATEGIA DE ENSENÃNZA-APRENDIZAJE PARA PACIENTES EN TRATAMIENTO QUIMIOTERÁPICO

RESUMEN

El objetivo del estudio fue describir las etapas de desarrollo de un vídeo educativo sobre el tratamiento de quimioterapia, como estrategia de educación para los pacientes oncológicos en quimioterapia. Para la elaboración del vídeo educativo se siguieron cinco etapas preconizadas por Falkemback (2005): análisis y planificación; modelado; implementación; evaluación y mantenimiento; y distribución. El desarrollo de este material educativo necesita planificación, selección apropiada de imágenes, producción de textos de fácil entendimiento, elaboración de un buen guión, así como la combinación con la creatividad de transformar el desafío de la transmisión del lenguaje técnico-científico en mensaje adecuado para el público-blanco. El enfermero, a partir de su experiencia clínica es capaz de desarrollar su propio material educativo, como en el caso del vídeo educativo, facilitando el proceso de educación en salud y pretendiendo los beneficios proporcionados a los pacientes en tratamiento de quimioterapia, contribuyendo así para un tratamiento eficaz y con la reintegración de los pacientes en sus actividades cotidianas.

Palabras clave: Educación en salud. Enfermería oncológica. Recursos audiovisuales. Quimioterapia.

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