

Use of Web Radio in the construction of knowledge and practices in Collective Health with young students as a care device in the Unified Health System

Uso de Webrádio na construção de saberes e fazeres em Saúde Coletiva junto a jovens escolares como dispositivo de cuidado no Sistema Único de Saúde

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Abstract

Objective: to describe the experience of two educational institutions' partnership in the extension-school-university relationship with a view to comprehensive public health care within the Unified Health System - UHS. **Method:** The experience took place through an interactive channel extension project brokered by the State University of Ceará - UECE in partnership with Cariri Regional School of Vocational Education, in 2018, through the Extension/Research Project entitled In Tune with Health- S@S, by Web Radio AJIR - Irajá Youth Association, at UECE, conducted by the Laboratory of Collective Practices in Health - in Portuguese LAPRACS. **Results:** It is evident that the work of health professionals and especially of nursing, when supported by technology devices, can provoke a strong transformation in social practice, especially in collective health. Thus, the connection with this theme comes from an experience of promoting, through extension, health education programs through Web radio, with health guidelines as relevant topics in health care in UHS. Topics such as Dengue, Leprosy, Viral Hepatitis, Acquired Immunodeficiency Syndrome, Tuberculosis and Smoking are discussed, with the protagonists being young students from public schools, as well as communities, non-governmental organizations, associations and other institutions. **Conclusions:** Based on this experience, and considering the extension-school-university tripod, Web radio is perceived as health care technology, proving to be an important device for nursing and

collective health care practices in UHS, through dialogue with young people.

Keywords: Communication; Public Health; Youth; Information Technology.

Introduction

The context of the contemporary world is strongly marked by technologies and their computerization process as producing large variations and modifications in the relation space-time, with localization in virtual experiences.

In these virtual spaces the experience takes another interpretation than just communicating and interacting. Similarly, space is not equally associated with time. Thus, experience and space constitute places of production of sense and meaning for the communicating and interacting subjects, causing their cultural ways of life to be also modified by exchanges, that is, by other ways of seeing the ways of life.

Thus, the experiences in virtual environments produce a culture of deterritorialization, nomadism, of subjects who walk the pathways of telematic communication. These ways of communication, in turn, produce friendships, conflicts, knowledge, passions, because their members are not referenced by a static geography, but by the minimal inertia of present spaces, as convergence points mediated by digital communication substrates.

Referring to virtuality in the sense here treated, that is, in the ambience of

teleinformatics and the communication produced in cyberspace, subjects' substrates - such as subjectivity, belonging and meaning - are taken by their temporal and spatial pluralities, marking themselves not by a uniform chronology, but for a number of types of spatiality and duration².

Therefore, getting to know cyberspace better is extremely important, since it is in this territory that young people, at school and/or outside it, act in the constitution of their subjectivities, belonging and significance, given that it is in the communication networks that languages and new knowledge are nourished by engendering ways of living and sharing communication and information in the daily life of their conviviality. Thus, immersing in the virtualities and school spaces where young people weave their daily lives points to the challenges of this reality, as it is understood that these subjects have autonomy in their processes of human formation. Their life stories are produced, regulated and subverted by social markers that emerge in doing, acting and thinking in their processes of promoting and practicing individual and collective health³.

Among the social and health markers, as well as others of collective health of the Unified Health

System in Brazil, we can list those expressed by their lifestyles and cultural learning experience, namely: dengue, leprosy, reproductive health, sexuality, gender relations, culture of peace, diabetes mellitus, HPV, viral hepatitis, AIDS/STD/HIV, smoking, alcoholism, health and environment, drug abuse etc.

It is on these markers that we will seek to invest in problematizing the practices of reproduction and care in collective health that young people exercise with their bodies, because it is on this experience that subjective maps are constructed and give meaning to their desires, their needs attitudes towards health production and the development of mobilizing education practices for self-care.

Thus, attention will be given to this experience by extending the territories to be mapped, since identifying the folds, the branches, the desiring machines produced in these fields will give the possibility of better mapping the needs and health-producing demands and health vulnerabilities of young people. Especially when subjective productions go beyond the context of a normative ethics of bodies, desire, and conventional expressions of affect to the ways in which they take care of their existence and establish conviviality in their daily lives.

However, when dealing with the subjects of this study, that is, the young, it points to the serious problems of collective health, which are social violence, the use and abuse of licit and illicit

drugs, unplanned pregnancies, vulnerability to illness due to diseases such as AIDS/STD, leprosy, tuberculosis, human papilloma virus (HPV), dengue, among others.

This framework leads us to argue that communication and health education can raise the levels of care in this public, since they are subjects in tune with the new technological devices available in today's society, although such devices are little used for health promotion purposes health care, either individually or collectively.

For this purpose, the communication and health education that are proposed with this extension should consider the possibilities of constituting autonomous subjects, capable of problematizing their care practices from the experiments they make of themselves in their daily lives^{4,5}.

Based on the reflections and contextualization throughout this text, there was a concern about the various implications resulting from the articulation between the themes of health and vulnerability to the illness of young people and their coexistence in the school space. This led to a question: How do these young schoolchildren, with their discursive enunciation devices, generate knowledge about these themes in living with their peers, their families and their community? What care practices do they exercise in their daily relationship with their health demands and potentialities in the school space?

These questions allowed us to analyze how young students experience and use a “web radio” (virtual online channel), through collective health issues in the promotion of nursing care, derived from the umbrella project: Digital technologies and nursing education; The experience of using Web Radio AJIR, from the Irajá Youth Association, as a pedagogical tool in the training of nursing students at State University of Ceará.

This experience report will seek to describe the experience of the partnership of two educational institutions in the extension-school-university relationship with a view to comprehensive public health care within the Unified Health System - UHS.

Method

The experience reported here presents a partnership between two educational institutions and the importance of the school-extension-university relationship. The experience took place through an interactive channel brokered by State University of Ceará - UECE in partnership with a Cariri Regional School of Vocational Education, in the countryside of Ceará, through the Extension/Research Project entitled: In Tune with Health- S@S, by Web Radio AJIR - Irajá, at UECE, conducted by the Laboratory of Collective Practices in Health – in Portuguese LAPRACS.

This Vocational School has, in its range, the Nursing Technician course, which involves

the theoretical disciplines. In this scenario, in the first semester of 2018, when students were learning, in the 2nd year, the subjects: men's health, women's health, child health and Chronic Diseases, which discuss such as collective health and health systems involved in the production of care, it was natural to address topics of interest to the youth. Taking advantage of the school's partnership with Web Radio AJIR, meetings were held every Wednesday at Vocational School's computer lab in tune with the channel, to discuss the themes suggested throughout the semester.

School youths inserted in the context of technologies in the contemporary world must be rethought as autonomous subjects capable of interacting. In this sense, high school students, by inserting themselves in the web radio channel, had the opportunity to discuss their health demands and, especially, to broaden their discussions about teenage pregnancy. According to Freire, insofar as one learns critically, one's own opinions are built and ethically developed. The more critically one's ability to learn, the more one builds and develops⁷.

Web radio is a digital communication channel articulated between the Irajá Youth Association - AJIR and the UECE LAPRACS/CCS Laboratory of Collective Practices - with the support of the Extension Pro Rectory - Proex, registered with the Board of Directors. University Teaching, Research and Extension (Picture 1).

In the digital communication channel is presented the Program "In Tune with Health". Experts from various areas of health are invited. Among the professionals, there are nurses, who talk about collective health issues. In the dialogical session, students are asked to "speech-questions", which are used and then stored on the radio page as a source of empirical material. During programming, there are interactions (questions-discourses), that is, there is a production of questions that are discursive substrates of young people in schools³.

The main audience of the web radio programs are young people from schools located in the capital of Ceará and in the municipalities of state's countryside. Among these schools, various social facilities, such as the Urban Center for Culture, Art, Science and Sport of Fortaleza (in Portuguese, CUCA do Mondubim), registered in the extension project. In these territories, interconnected to the online channel, participants problematize themes related to their demands. These demands are suggested by the territories registered in the program. The web radio receives the proposals, evaluates, selects and establishes its annual schedule, for the Program "In tune with Health". For this experience to be realized, 41 young people worked at Cariri Regional School of Vocational Education, in Ceará's countryside, in 2018.

The interactive and communicative process of the audience (young people) with the guest debater takes place online through the message board of the Web Radio's website

(www.uece.ajir.com.br) and/or its other access channels, such as the Facebook page: Web Radio AJIR and WhatsApp. In these information channels, the young people ask questions and make comments, aiming to obtain clarification and/or explanation of the subject in question by the nurse or other invited health professionals.

The students' answers and questions are made through the web radio's digital communication channels, such as Facebook, Twitter and WhatsApp, during the "In Tune with Health" Program on dengue, leprosy, viral hepatitis, AIDS/HIV, tuberculosis and smoking, produced and transmitted in this space with young people of the public schools of Ceará. These questions-speeches are produced in interactions via web radio and are the expression of modes of knowledge, discursive substrates of youth in schools^{8,3}.

Results and discussion

How does extension happen?

In this extension and research project, it is daily to share with the youths knowledge and practices of health education demanded by their daily lives; know how young people use information on the Internet to take care of their health; analyze how young people re-signify their ways of taking care of themselves when they participate in health programs on web radio; evaluate how information debated on the digital station is shared by them in school, family and community.

Following the idea that we are inserted in a culture of innovations, Information and Communication Technologies can contribute to the dissemination and transmission of knowledge, facilitating the professional's entry into the school environment. The changes in the way of relating to knowledge drive the frequent use of Digital Information and Communication Technologies, especially among young people, who adapt to new models more quickly, thus generating demands of this public for pedagogical methodologies that accompany their ways of life relate to the knowledge⁹.

Health education and training processes should be understood as important resources for dissemination in the UHS network, rapidly multiplying social agents who engage in information and communication of health practices and policies. Self-care is a notion that helps us think about health practice beyond the individual dimension, interpersonal interactions and procedures. It is a care proposal that requires us to think about health education and education in articulation with the field and the collective health nuclei¹⁰.

AJIR Web Radio is a virtual channel that intends to incorporate Digital Communication Technology in the teaching-learning and nursing care assistance processes, focusing on UHS health issues, generating other ways of conceiving and socially intervening on collective health demands in the daily care practices of the Brazilian population. By taking

to their territories the lessons learned from web radio programs, these young people modify their communities with information about their ways of living.

The professionals involved in the schedule (invited to record the programs) of the web radio are care nurses in the UHS. These professionals are chosen and invited to the program because they experience the modes of assistance in Primary Health Care - PHC as a way to get closer to school-university-service communication in the context of training in UHS.

Thus, the first moment of this form of collective health education in the school-university-service relationship occurs in the virtual environment of communication and health Web Radio AJIR through the link: www.uece.ajir.com.br, where the agenda of the Program In Tune with Health can be followed. The program took place weekly, in live format, produced by a team of undergraduate and graduate students in a studio room at the State University of Ceará. All material was edited and posted on a blog for collective access and daily reruns of the programs on the broadcaster's schedule. The questions and concerns of the participants are discussed through Skype: youth@ajir.com.br; Twitter: @radioajir; Facebook: Web Radio AJIR; WhatsApp and also the scrapbook on the digital broadcaster's website. The Internet audience also participates as Internet users who navigate through the virtual worlds.

Listeners who accessed the website (Picture 2) where the audio replay is automatically broadcasted via the web radio will then interact with the studio staff via the channels: Skype, WhatsApp, website scrapbook, Twitter and Facebook. With the help of a monitor at the school, participants are instructed to access the video in the center of the site, which is configured as a real-time speaker output as well as a slide show. The convergence of these media and the possibilities of other participation allowed a greater interaction of young people, bringing them into the channel, since it is an open channel on the Internet. During the program, the studio staff worked to ensure that student questions were transmitted and answered by the speaker and guest, and that the image and sound arrived clearly and easily at the school's reception desk. (Picture 2).

The programming has, on average, one hour, with two breaks. It presents basic questions to arouse listeners' interest in the theme and encourage them to send their questions and doubts to be answered in real time. In addition, there is an anchor question, which acts as an incentive for young people to participate in the program and their interaction with the speakers: whoever gives the right answer runs for a gift. After a year of participation from partner institutions, they will receive a program loyalty certificate, as well as the professionals involved, teachers, coordinators, conductors and facilitators of the programs with the youth. The certificates granted to people involved shall include the workload corresponding to the time

spent on web radio. However, whether institutions or individuals, any participant may withdraw from the program at any time, as well as propose modifications and adjustments to the schedule for the current year.

The program presented as a possibility to be followed live through the web TV, enabling the eye contact permeated by nonverbal language. In addition, there is the written language, mediated by the interaction texts between the program's production team and the Internet users. And finally there is the oral language, produced by the speeches of the interviewer and the interviewee. Thus, with the convergence of languages and social media, young people interact and seek their concerns, questions, doubts, above all, creating an interactive dialogue between all involved in the program.

The experienced scenario points to the need to innovate in the ways to offer care, especially to young people. New technologies in health education offer so-called interactive technologies as tools of theoretical and practical knowledge. The incorporation of this digital universe enables dialogue both inside and outside schools. Nevertheless, the professional nurse uses resources that involve young people in the health service, proposing to these subjects a new field of interest. For this, care practices must be innovated regarding to care technologies, being presented here as virtual practices that make it possible to expand the dialogical

access with the subjects involved in the health promotion process¹¹⁻¹².

It is noteworthy that the experience points to the understanding of the relevance in all educational connections, highlighting here the use of Digital Information and Communication Technologies as a methodological novelty for the transfer of knowledge in a practical and mediating way in collective health mediated by nurses working in UHS. Access to this young audience refers to a new way of caring, which goes beyond the idea of the population seeking the health institution, allowing the professional to enter the territory of this subject.

Final considerations

Based on this experience, regarding to the extension-school-university tripod, we realized that web radio is presented as a health care technology, proving to be an important device for collective health care practices in the UHS, through of dialogue with young people. This was possible from the results reported by the experience contained in the discourses of young people about their care practices, performed after dialogue in the program on the themes: dengue, leprosy, HPV (human papilloma virus), viral hepatitis, AIDS/STD/HIV, tuberculosis and smoking, having the Internet as one of the territories of experiences and interactions for debate from the school universe, which allowed them to know their realities. It was also noticed from the interactions, the occurrence of great influence

of the contents retrieved from the world wide web on the cultural and social formation of these subjects.

Web radio, as a technology of health care in nursing, proved to be, in this study, an important device for collective health care practices through dialogue with youths. In this sense, it was possible to observe and understand, from experience, how the students show their concerns and new knowledge built through web radio and with the help of digital technology in the process of training for the practice of collective nursing.

The Program "In Tune with Health", developed on web radio, was widely accepted by young people at schools, as it contributed to the construction of new knowledge and learning related to the topics covered. Participants' dialogues revealed that web radio is a didactic and innovative learning strategy, as it contributed to the construction and sharing of knowledge that is often not addressed in family and/or school contexts.

Web radio is also configured as a tool that enables freedom of communication with young people, as it raises several questions, such as the importance of communication as the basis of a transformative action through technological resources, in order to clarify, inform, prevent and educate.

Bringing together the information and communication technologies of youths,

associating the educational tool with health, is very promising because it is a playful, attractive and dynamic learning tool. The teacher, the nurse and other professionals who work with health, education and related areas can have such tools for the educational process, articulating health care at school with themes of daily life of school youths.

The use of web radio as a pedagogical tool was emancipatory and potentializing education and collective health practice in nursing in this

experience, corroborating an effective practice in the school universe for youths, with themes such as teenage pregnancy and others related to collective health. that need to be considered.

The desire of these researchers is to have provided openness to the possibility of greater opportunities, expansion and dissemination of the web radio channel between school, university and service through this experience, as a source of information and educational communication about health in UHS.

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Picture 1. Web Rádio's website: www.ajir.com.br; www.uece.ajir.com.br.



Picture 2. AJIR Radio Web Thematic Schedule.



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