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Cinema as a Didactic Instrument for Approaches Related to Respect for Diversity and Sexual Orientation

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Abstract: *Objective:* reporting the experience of nursing students related to the educational practice through the cinema as a didactic tool to address issues related to respect for diversity and sexual orientation. *Method:* experience report that aims to describe aspects experienced in the opportunity of an educational action that was developed by seventh-year undergraduate students in nursing at a private institution of higher education in Belém, Pará, in the period April to May 2017. Nineteen students from the first year of undergraduate nursing course participated of the activity. *Results:* the experience provided the verification of the importance of actions of Health Education, which must be performed in the different scenarios. It was verified that a Health Education activity based on the real needs of the studied population, can cause significant changes in the habits of life, promoting health. *Conclusion:* the intervention project proved to be a powerful educational tool to contribute to paradigmatic changes in formation. The experience and thematic approach provided deep reflections on the importance of Health Education and the systematic planning of educational activities that meet the real needs of the population, which was facilitated in this experience by the choice of methodological strategy.

Keywords: Sexuality, Gender Identity, Sex Education.

INTRODUCTION

For a long time, intimate relationships between persons of the same sex have been seen, according to prevailing morality, as sin, perversion, deviance, or crime. Affective relationships and variants of sexual desire that move away from heteronormativity, such as homosexuality, bisexuality, and transsexuality, are often incorporated into the imaginary of society as evidence of deviation, disease, or character flaw, attracting disqualifying representations that Reinforce prejudices, stigmas and promote discrimination and intolerance [1].

One of the most controversial issues in recent years has been the struggle for freedom of sexual orientation, which is one of the results of an uphill battle for official recognition by the state of marriages between persons of the same sex, and the discussion of which has been extended to other types of manifestation of human sexuality, what is called sexual diversity "on the different nomenclatures" [2].

When addressing issues inherent to sexuality, it is understood that it is a fundamental and indispensable constituent for the existence of a human Being, being present in all the life extension and in the social networks

that it is constructed in, in the interpersonal relations as well as in the Intrapersonal relationships that involve the subjectivity of the Being, more specifically, its relation with itself, that end up determining the ways of being, of seeing, of thinking and of revealing itself to society, since sexuality is the main constitutive element of the Identity and personality, since it unifies biological, psychological and social level [3].

Loving a person of the same sex and being in love as in any relationship in which we have created bonds has been more difficult for homosexuals, since the risks of meeting and disrespect of loving someone symbolize breaking with the socio-cultural world where individuals are inserted [4].

In this context, the ways of expressing sexuality are determined by a complex interaction of factors. They may be affected by the individual's relationships with the other, by circumstances of life or by the culture to which the individual is inserted, which denotes, therefore, to be the mode of expression of sexuality something gradually built up during growth and psychosocial development, in the face of their relations with the other, reflecting evolutionary experiences of the human being during their life cycle,

delimited by what has commonly been chosen to characterize as performance and gender identity [3].

Gender as a constituent element of social relations between men and women is a collective, social, historical, political and economic construction. It is built on the basis of symbologies, norms and institutions that define paradigms of masculinity and femininity. Thus, the sex / gender system operationalizes power relations, initially, delimiting and reinforcing patterns of behavior, acceptable or not acceptable to men and women, and, more recently, allowing generalizations for the interpretation of new forms of expression of the sexuality of individuals, such as sexual diversity [5].

Speaking of sexual diversity is redeem elements to understand meaning and make sense of this social construction that is revealed from a sexual identity. Such sexual identity is defined on the basis of four criteria: biological sex (characterized by genetic definition); The identity of the gender (perception of each individual being male or female); Social sex roles (defined by the socially established characteristics of the female and the male from a gender perspective); And sexual orientation (characterized by the sexual affective desire of one subject to another, between opposite sex or the same sex) [3].

Sexuality is variable in several ways, taking different conformations within the people, from the gender perspective, in societies and operating through a heterogeneous set of social discourses and practices. As a social result, it differs from gender to gender, from class to class and society to society. In addition, sexuality can also be understood as a human condition that the individual brings from birth and that integrates the natural, inalienable and imprescriptible factor [6].

Contradicting previous ideas, the construction of sexuality and gender happens throughout life, in a continuous way, and is therefore taught. For the authors, the definition of masculine and feminine is not made at the birth and later biological classification of the body as male or female, being the subject of several discussions and that still arouse debates and that do not allow consensus in the actuality [7].

Throughout history, society has organized itself through the heterosexual individual. The constructions of social representations are born of this vision of the world, which holds and regulates cultural spaces such as media, schools, universities, among others. Currently, homosexuality is a theme that brings together many theoretical and empirical studies, especially among the humanities that investigate the different forms of expression of this sexual orientation and the social impact it causes. These repercussions point to a context that still discriminates against the homosexual individual and places him at the margins of society. Even so, the struggle of homosexuals to have their rights guaranteed before the Constitution is depreciated by certain social groups. Such groups criticize the creation of specific laws aimed at guaranteeing rights such as legalizing marriage, raising a family, having children, dividing the health plan, among other rights, privileges only of heterosexual couples [8].

Therefore, it is essential to develop the democratic right of sexuality and to examine in the perspective of human rights, constitutional and fundamental, the various legal norms, whose scope of protection is directed at the various manifestations of human sexuality. The rights mentioned above are inserted in a context that delimits sociocultural parameters for the sexual orientation of its members and that, for a long time, understood heterosexuality as something obligatory, determined biologically. In this sense, sexuality was reduced to the binary regime of masculine and feminine and was configured as a limit between licit and illicit, allowed and prohibited [7].

Homosexuality long conceived as a pathology, it has recently been removed from the disease category of disease classification manuals. Some definitions led to the crystallization of this misconception, as in the case of the World Health Organization (WHO), which considered egodistonic homosexuality as a diagnostic category according to the classification of mental disorders of the American Psychiatric Association, that is, when the individual feels uncomfortable with sexual orientation, which induces it to seek treatment [9].

Even if the inspiring model of Western society, the nuclear family, is increasingly becoming a minority experience, given the emergence of distinct family arrangements, the traditional idea of families formed by heterosexual, monogamous and procreative marriage becomes a norm Installed in the collective imagination, while other family configurations classified from this "gold standard". This family configuration tends to be seen as immutable, unequivocal and natural, characterizing the family as a social institution and historically constructed. This is analogous to what happens with heterosexuality, considered natural, according to divine laws, which would justify prejudice against homosexuality. In this discussion, Brazil has been the scene of recent struggles, debates, and redefinitions about the issues involving Lesbian, Gay, Bisexual and Transvestite (LGBT) [10].

In this context, the experience lived concretely or represented, of the moral dilemmas addressed is fundamental in the educational process, because it determines the motivation and the active search of knowledge. The images and emotions presented on the screen are alternative ways that stimulate rationality. Faced with this, cinema can perform various functions (pedagogical, interpretative and experimental) in education, which contribute to reflection on social dilemmas. It can be a facilitating instrument for the communication between educator and students because it is a didactic tool that meets the prevailing cultural pattern in the present time. It optimizes the possibility of seeing, hearing and experiencing something not experienced in reality. Thus, both fictional and non-fictional (documentary) narratives offer students the opportunity to move from abstraction to a cut-out portrait of concrete through an artistic representation of the concepts and themes covered in theory [11].

Fiction films make visible and audible desires, fears, yearnings and nightmares, and express what is, they can come to be or never will be. They can, therefore, indicate

endless ideas and points of view that they can accept or reject. On the other hand, documentaries represent aspects of a world that has already been occupied and shared and can therefore provide realities and worldviews to be explored and understood. In effect, cinema enables the educator and student to reflect, re-evaluate prejudices and re-signify them through stories and narratives from others. In this sense, cinema allows the learner to recreate pre-existing humanist values, as important as personal and professional for the benefit of future clients [12].

Another important aspect is the opportunity that the cinema offers in establishing a varied, complex, multidisciplinary, less formal dialogue, outside of the molds and limitations imposed by theory. These dialogues generate discussions capable of expressing the students' personal experiences, stimulating the debate and giving a new look of the student to the object of study [11].

In this perspective, this study aims to reconcile the insertion of the curricular components of the nursing undergraduate course with the approach of controversial subjects, using cinema as an educational tool. In view of the above, the following questions emerged: what is the nursing student's perception of the educational practice as a didactic tool to address issues related to respect for diversity and sexual orientation? And what impact of empowering, individual-focused educational actions can provide?

Thus, the objective of the study was to report the experience of nursing students related to the educational practice through the cinema as a didactic tool to address issues related to respect for diversity and sexual orientation, in order to promote debate, stimulate reflection, Mainly, and consequently generate in the students, the critical reasoning and the intellectual autonomy, thus allowing an extended evaluation as to the impact that the educational actions can give dinamizadoras.

METHOD / DESCRIPTION OF THE EXPERIENCE

This is an experience report that aims to describe aspects experienced by the authors, the chance of an educational action that was developed by students from the seventh period of the bachelor's program in nursing in a Higher Education Private Institution from City Belém, State of Pará, Brazil, in April to May 2017, after the authorization of the coordination and direction of the institution. It is a qualitative study, which approached the problematic delineated from descriptive, observational and participative methods from the problematization.

The experience report is a descriptive research tool that presents a reflection about an action or a set of actions that approach a situation experienced in the professional environment of interest of the scientific community [13].

The research project was not submitted to the Research Ethics Committee, since it is a study of the authors' experience, with the consent of the place where the action occurred and the confidentiality of the data of those involved. The following data collection techniques were used: field diary, structured observation (participant researcher) and participation in activities (educational

action). No personal data were used, only those of interest for the study, but without making any mention of data that could identify the participants.

The problematization presents as basic axis action-reflection-action that leads the process and has in the studies of Paulo Freire, its origin, when the educator allows the student to perceive how to be inserted in the world trying to respond to new challenges. The problems that must be studied are based on a real scenario and have their political-pedagogical work marked by a critical posture of education [14]. It is described in five stages: observation of the problem, identification of the most important factors about the problem, study of the causes of the problem, development of solution hypotheses and, finally, actions to solve the problem [15].

The problematization, therefore, was the methodology selected for the planning of the activities proposed in this experiment. During the stage of observation of reality, the students were instigated by the facilitator, starting from a generative theme "questions related to respect for diversity and sexual orientation", to identify the possible problems of solution abstracted from the dynamic reality, and elaboration of the key points.

The students then proceeded to theorizing, with the objective of collecting scientific information in health databases, in order to establish a theoretical-scientific basis and update information, in order to subsidize the planning of the educational action.

The hypothesis of solution generated was to elaborate a Health Education action based on the needs of the study population, with the concern of concretizing and adopting these habits not only in the academic environment, but in daily life.

The educational action consisted of thematic cinema "Cine FAMAZ, untying the knot of prejudice", using the film "To Wong Foo, Thanks For Everything! Julie Newmar." "Being focused on the adult audience, which facilitated the team's approach to the participants, in addition to promoting socialization and facilitating the reception.

After the construction of the action proposal, the desire arose to transform the presentation of the film into something more attractive and meaningful for the participants. Faced with this, the coordination of the institution was consulted regarding the possibility of offering snacks and gifts during the educational action. At the end was held a conversation wheel for socialization and feedback.

The development of the activity occurred in one day, in the morning, in the space of the educational institution itself. Participating in the educational action, students of the first period of the nursing course, totaling 19 participants.

The activity began with the presentation of the students, with the purpose of socialization. Then the film was presented, lasting 1 hour and 48 minutes. After the film, a documentary was presented about people (LGBT and

heterosexual) who suffered some kind of homophobic and racist violence, lasting 9 minutes. Thus, a round of conversation was held at the end, in which participants were asked about the lessons presented in the story and their opinion on the subject addressed. This stage of the activity had great importance in the process of Health Education, since it provided the clarification of doubts and feedback. After the talk round, the gifts were distributed. The activity was ended with a snack and socialization among the participants.

RESULTS AND IMPACTS

The experience provided the verification of the importance of the actions of Health Education, which must be executed in the most diverse scenarios, including in the academic environment. It is because of the importance of the different knowledge that the need for the improvement of the Nurse is observed, and it should be remembered the Art. 14 of the code of ethics of nursing professionals, which refers that the professional must improve technical, scientific, ethical, cultural and humanistic knowledge for the benefit of the person, family and community and the development of the profession [16]. Health promotion is understood as a combination of educational and environmental support aimed at achieving actions and conditions of life conducive to health and that involve the formation of attitudes and values that lead individuals to autonomous behavior, reverting to the benefit of their health and those which are around them [17].

The theme of this educational action was selected based on the identification of a daily problem of the studied population, which allowed the students to understand that the actions of Health Education are valid only when they meet the demands, needs and expectations of the population.

Based on this understanding, we emphasize that health promotion actions should not be limited to giving knowledge. We need to motivate learning, to stimulate the student to analyze and evaluate the sources of information, and thus to be able to adopt behavioral practices based on knowledge [17].

The interesting thing about this activity was the topic addressed, in the first analysis, would not draw the attention of the participants in the context in which it was performed. Emphasis is given to the importance of performing health actions based on the interests and needs that emerge from the reality of people. It is probable that the impact of a previously planned action, without taking into account the interest of the participants, without the researchers having contact with the reality of the studied population and observing the real needs, would be little accepted by those involved.

It is described that, for a long time, health education centered its action on the individualities, trying to change behaviors and attitudes without, many times, to consider the innumerable influences coming from the reality in which the people were inserted. It was common for isolated actions aimed at health work, starting from an assistentialist vision of education and without discussing the awareness about the

theme of health and its interrelationships for the dynamic balance of life [18].

We consider that if health actions were based only on the expectations of the students and teachers, they could result in an action whose subject was related to the pathologies and decontextualized of the reality of the participants, causing little impact and timid behavior changes. However, the experience and prior and dialogical contact with the participants demonstrated that the problem that needed a solution was another, completely different, and it was not related to diseases.

The feedback provided by the participants of the activity to the organizers was very positive, with acceptance and appreciation of the knowledge built, with deep reflections identified through the speeches. Thus, it was found that a Health Education activity, based on the real needs of the studied population, can cause significant changes in the habits of life, promoting health. It is emphasized that the orientation and planning of the activity from a real problem identified in the practical experience were fundamental to subsidize the action.

Thus, we verified that a Health Education activity, based on the real needs of the studied population, can cause significant changes in the habits of life, promoting health. We also emphasize that the orientation and planning of the activity based on a real problem identified in the practical experience in the field were facilitated by the methodology employed, based on the problematization.

The action of the health professional in educational practices requires an assistance based on the theoretical-practical domain, built from practical experiences and during graduation. We also note the importance of support and guidance meetings, and a trust bond is necessary between the educator and the student along with the family. Thus the promotion of actions aimed at improving the quality of life tends to be facilitated. We emphasize that it is not of today that the link between health and education is recognized. On the argument of this intimate connection between the two areas, there is at least a consensus: good levels of education are related to a healthier population, just as a healthy population is more likely to gain knowledge of formal and informal education [19].

CONCLUSION

The Intervention Project has proved to be a powerful educational tool to contribute to paradigmatic changes in the training and attention model. The development of the educational action in health in the academic environment, related to the topic addressed, gave the participants a positive impact, a fact that was identified through the stages developed during and after the educational action. The way the information on the subject was approached made it possible for all people to participate actively in facilitating learning.

The experience and thematic approach provided deep reflections on the importance of Health Education and the systematic planning of educational activities that meet the real needs of the population, which was facilitated in this

experience by the choice of methodological strategy through problematization. This experience also provided the opportunity to develop students' skills as facilitators of the educational process, in order to promote change and ensure a healthy living environment for the community. For this there is a need for planning, organizing and sensitizing the team and users to participate in the proposed activities.

Through this action, it was possible to provide a theoretical-practical learning of steps such as identification of needs, possibility of carrying out the activity, teaching-service integration and evaluation of the activities developed. We understand that health education should contribute to the self-formation of the individual, so as to teach and promote the quality of life and human condition, teach living and teach how to become a citizen, and be understood as a proposal to develop in the individual and in the group the capacity to critically evaluate their reality, as well as to decide on joint actions to solve problems in their microspace and modify the health-disease conditioners, in order to organize and carry out the action and to evaluate it critically.

The higher education of health professionals was historically built on the fragmentation of contents and organized around power relations, which gave the specialist teacher a central position in the process of teaching learning. This construction was linked to the excessive specialization and distancing of the curricular contents necessary for the formation of a health professional with profile able to respond to the needs of the population.

Teachers should seek strategies to innovate teaching practice, and health education is an effective tool in the modern context of health care. The practical moments aim at the development of the necessary skills in the field of competence in the areas of health, management and systematization of care. These are privileged spaces that focus on the real actions of health care. The students are in touch with the dynamic reality, accompanied by a facilitator who will evaluate the performance of the skills directed to the profile of the professional to be formed. All this innovation helps the facilitators contribute to the excellence of the teaching-learning process increasingly focused on what the job market requires of a professional nurse; thinker, critical, reflective in its doing. At the same time, the nursing academic begins to think and rethink their training, still seeing in the academy the need to build and develop their technical and scientific skills of their professional choice.

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