ESTIMA
Brazilian Journal of Enterostomal Therapy

CASE REPORT
https://doi.org/10.30886/estima.v20.1207_IN

PODCASTING FOR EDUCATION IN ENTEROSTOMAL THERAPY DURING THE COVID-19 PANDEMIC

Sabrina de Oliveira Carvalho[1,*], Gabriela Alves de Araújo da Silva[1], Mayara Callado Silva Moura[1], Bruna Karoline Ivo Santos[1], Alynne Maria de Brito Medeiros[2], Greice Miranda Duarte[3], Cláudia Daniella Avelino Vasconcelos[1], Grazielle Roberta Freitas da Silva[1]

ABSTRACT

Objective: To describe the experience of nursing academics on the use of podcast for education in enterostomal therapy during the pandemic of COVID-19. **Method:** Experience report on health education activity held between June and October 2021, which describes the creation of a podcast channel and disclosure of contents in stomatherapy. **Results:** Sixteen episodes approached the three stomatherapy study areas, one containing the introduction, eight on wounds, four on ostomies and three on incontinences. **Conclusion:** Through the use of the podcast to disseminate contents in stomach therapy, the practicality and cost-benefit of technology to implement distance health education were observed.

DESCRIPTORS: Health education. Enterostomal therapy. Webcast. COVID-19.

UTILIZAÇÃO DE *PODCAST* PARA EDUCAÇÃO EM ESTOMATERAPIA DURANTE A PANDEMIA DE COVID-19

RESUMO

Objetivo: Descrever a experiência de acadêmicas de Enfermagem a respeito da utilização de podcast para educação em estomaterapia durante a pandemia de Covid-19. **Método:** Relato de experiência acerca de atividade de educação em saúde realizada entre junho e outubro de 2021, que descreve a criação de um canal de *podcast* e a divulgação de conteúdos em estomaterapia. **Resultados:** Foram realizados 16 episódios abordando as três áreas de estudo da estomaterapia, um introdutório, oito sobre feridas, quatro sobre estomias e três sobre incontinências. **Conclusão:** Com a utilização do *podcast* para disseminar conteúdos em estomaterapia, observaram-se a praticidade e o custo-benefício da tecnologia para implementar educação em saúde a distância.

DESCRITORES: Educação em saúde. Estomaterapia. Webcast. Covid-19.

1. Universidade Federal do Piauí – Teresina/PI, Brazil.
2. Centro Universitário Patos de Minas – Patos de Minas/MG, Brazil.
3. Universidade Estadual de Ponta Grossa – Ponta Grossa/PR, Brazil.
*Correspondence author: sabrinaoc_enf@hotmail.com
Section Editor: Isabel Cristina Ramos V Santos
Received: Feb. 16, 2022 | Accepted: May 16, 2022
How to cite: Carvalho SO; Silva GAA; Moura MCS; Santos BKI; Medeiros AMB; Duarte GM; Vasconcelos CDA; Silva GRF (2022) Podcasting for education in enterostomal therapy during the Covid-19 pandemic. ESTIMA, Braz. J. Enterostomal Ther., 20: e1522. https://doi.org/10.30886/estima.v20.1207_IN

USO DE PODCASTS PARA LA EDUCACIÓN SOBRE ESTOMATERAPIA DURANTE LA PANDEMIA COVID-19

RESUMEN

Objetivo: describir la experiencia de los académicos de enfermería sobre el uso del podcast por la educación en estómago durante la pandemia de covid-19. **Método:** Informe de experiencia en la actividad de educación para la salud celebrada entre junio y octubre de 2021, que describe la creación de un canal de podcast y divulgación de contenidos en estomatherapia. **Resultados:** 16 Episodios se acercaron a las tres áreas de estudio de estomaterapia, siendo una introducción, ocho en heridas, cuatro en Stomias y tres en incontinencias. **Conclusión:** Desde el uso del podcast para difundir contenidos en la terapia estomacal, se observó que la practicidad y el costo-beneficio de la tecnología implementaran la educación a distancia.

DESCRIPTORES: Educación en salud. Estomaterapia. Difusión por la web. COVID-19.

INTRODUCTION

The COVID-19 pandemic has generated wide multidimensional repercussions, and vaccination is the most effective strategy for disease control and prevention. However, during 2021, despite the release of specific vaccines for this agent, the public health crisis was notorious for remaining, especially due to the emergence of variants of the virus. Consequently, negative epidemiological and biomedical impacts were observed, which reflected in the social, economic, political and cultural spheres[1,2].

In this context, the need was seen to continue to carry out educational activities in hybrid form, or totally remote, these modalities being alternatives to promote teaching concomitantly with social distance. Thus, the activities arising from extension projects, academic leagues and scientific initiations, for example, were based on this didactic model, mediated by the use of technologies, for educational purposes[3].

In addition, this year also saw the reopening of specialized outpatient clinics and the resumption of consultations and elective exams, albeit gradually, due to the high risk of worsening other acute and chronic health conditions. Therefore, these health services have reorganized the dynamics of care and workflows in order to guarantee timely and safe care to the target population[4].

Parallel to this, the concept of distance education expanded in relation to the prevention of health problems, which diversified the ways of informing and guiding the population in this period. Thus, this action aims at the continuity of care, by direct or indirect communication between professionals and clients, via technological resources, which must use clear, objective and appropriate language for the target audience[5].

That said, remote health education has brought new perspectives to enterostomal therapy, since there are many ways to associate technologies to education, using audiovisual resources or images, which makes knowledge more dynamic and accessible. This action can also be carried out through various means, among which are social networks such as Instagram©, virtual meeting platforms such as Google Meet©, and audio playback applications such as Spotify©, through which podcasts can be disseminated[6].

The podcast is a virtually distributed media, played on smartphones or computers, which can be available for free and unlimited time, allowing the listener to choose what to listen to, when and through which device. This technological resource became most popular during the COVID-19 pandemic, being used to spread information and promote entertainment with different themes, including health education[7].

In view of the above, this study is justified considering the incentive to self-care and the learning of patients who needed to stay away from the treatment of wounds, stomas and incontinence, as well as the need to disseminate content about enterostomal therapy to students and nursing professionals. Therefore, it aimed to describe the

experience of Nursing undergraduates on the use of podcasts for enterostomal therapy education during the COVID-19 pandemic.

METHODS

This is an experience report on the development of a health education activity carried out from June to October 2021, which describes the creation of a podcast channel entitled GEE-UFPI and the dissemination of content in the area of enterostomal therapy, by the Enterostomal Therapy Extension Group of the Universidade Federal do Piauí. This type of study is descriptive in nature and aims to help reflect on a set of actions of interest to the scientific community[8].

It is noteworthy that the decision to build the channel came from the interest in providing remote support to the enterostomal therapy outpatient clinic of the university hospital in which the in-person activities of the extension group took place, due to the continuity of the new coronavirus pandemic. The material was directed to the population with demands for enterostomal therapy care and to professionals and nursing students, in order to democratize access to information in the area, considering the implications of social distance in health education.

To this end, meetings were held with the team, composed of six undergraduate nursing students, two nursing faculty members, and two collaborating enterostomal therapists, to define and distribute the themes to be addressed in the episodes. The recording of the podcasts was preceded by the elaboration of scripts, which were based on articles from national and international virtual libraries and previously reviewed by the supervisors and enterostomal therapists.

Thus, each extensionist was responsible for two themes, recorded individually and shared by the WhatsApp application, and the coordinators and enterostomal therapists were responsible for one theme, recorded in the form of an interview by the Google Meet platform and the OBS Studio application. The episodes were edited on the Movavi application and made available in mp3 format on Spotify's Anchor streaming platform. In addition, the project's Instagram profile was used to disseminate the material produced, through weekly posts on the feed.

It is worth mentioning that this extension project is part of the research macroproject entitled "Good Practices in Nursing Care of Hospitalized Patients: Technologies to Measure, Implement, and Evaluate" and was approved by the Research Ethics Committee of the Universidade Federal do Piauí, with Submission Certificate for Ethics Appreciation No. 01564818.2.0000.5214 and under opinion No. 3,026,373.

RESULTS

With the elaboration of the schedule and the selection of the themes, 16 episodes were recorded for the podcast, which addressed the three areas of study of enterostomal therapy, being one introductory, eight on wounds, four on ostomies and three on incontinence, which can be accessed by the Anchor platform or another platform among the six to which the media were forwarded. The public website with all episodes, as presented in Fig. 1 can be accessed at the link: https://anchor.fm/extensao-em-estomaterapia.

As for the themes, in July and August the focus was on wounds, in September it was on ostomies, and lastly in October it was on incontinence. But before these topics, the first podcast talked about what enterostomal therapy is and where professionals with this specialization can work. Thus, in the first two months, wound assessment, the difference between acute and chronic wounds, dressing cleaning and changing, self-care with this injury, secondary dressings, and laser therapy were covered.

Consecutively, the podcasts about ostomies were held, which addressed the definition of ostomy/stoma and the classification of intestinal stomas, self-care with stomas, changing the collecting bag, and common complications in ostomies. Finally, the definition and classification of incontinence and the treatment of fecal and urinary incontinence were explained.

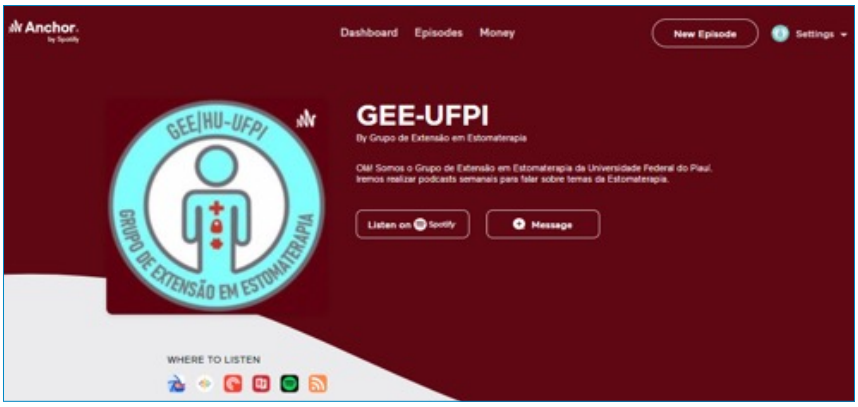

Figure 1. Public website of the GEE-UFPI podcast channel on Spotify's Anchor platform. Teresina (PI), Brazil, 2021.
Source: Elaborated by the authors.

The Anchor platform automatically provides feedback on the audience of the published materials, who was consulted in the main dashboard of the platform while logged into the extension account. Given this, it is emphasized that the podcasts were played in Brazil, the United States, and Germany, mainly through the Spotify platform, with the majority of listeners being female and between the ages of 35 and 44. A total of 116 accesses have been observed so far. Figure 2 shows that there was an audience increase from the beginning of the episodes' publication until mid-November, and Fig. 3 shows the main episodes accessed, highlighting the first and last ones, "What is enterostomal therapy?" and "How to treat fecal incontinence?" respectively.

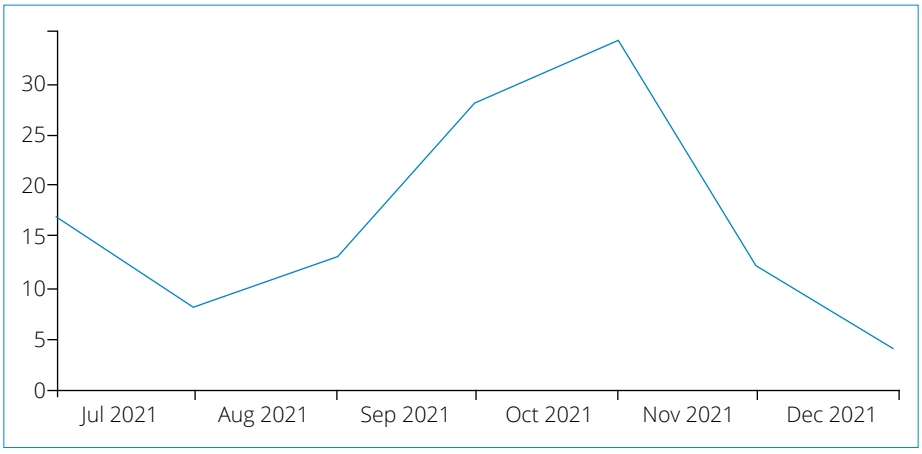

Figure 2. Monthly number of plays on the GEE-UFPI podcast channel. Teresina (PI), Brazil, 2021.

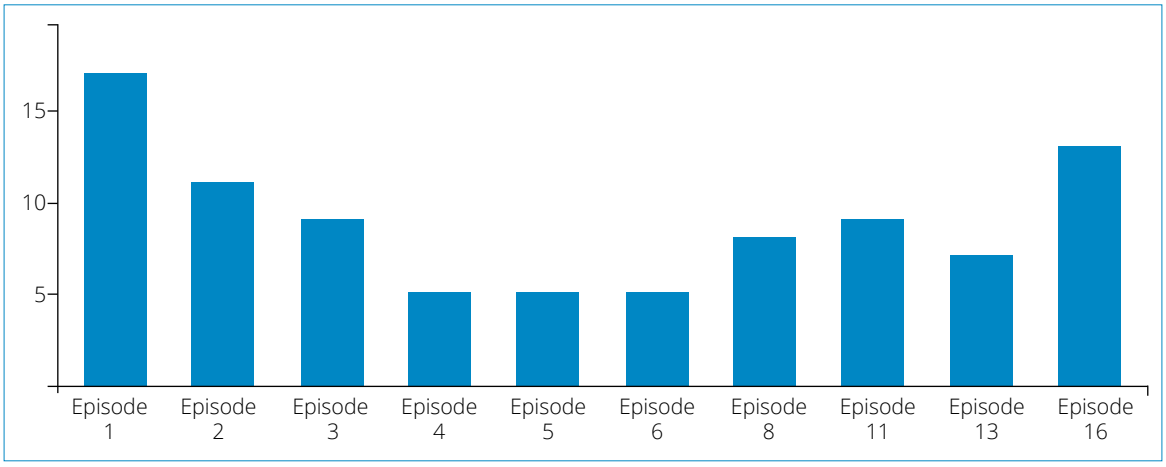

Figure 3. Main episodes accessed in the GEE-UFPI podcast channel. Teresina (PI), Brazil, 2021.

DISCUSSION

In recent years, there has been a growth in enterostomal therapy at various levels of care and areas of care, given the scope of care for people with ostomies, wounds, incontinence, fistulas, catheters, etc. However, during the COVID-19 pandemic, this specialization came into sharper focus, mainly because of the need to prevent pressure ulcers in patients who were prone to relieve respiratory symptoms and in the healthcare workers themselves, due to the prolonged use of personal protective equipment[9].

Simultaneously, due to the social distance, the difficulty of access to information about the new coronavirus and other health problems was notorious, given the reduction of elective in-person consultations[10]. In this period, the use of information and communication technologies in health care has increased, as exemplified by the increase in distance consultations[11].

Thus, given the current public health crisis, it is important to emphasize the relevance of social networks and digital platforms to assist in the demands of assistance and education in enterostomal therapy[12,13]. Currently, for example, the podcast stands out among the most diverse audiences, due to its easiness of production and versatility with which it can be reproduced on a daily basis, being characterized as an efficient and cost-effective educational tool[14,15].

In addition, the podcast, when used by the Canadian Journal of Emergency Medicine, between 2015 and 2016, resonated positively with the dissemination of research[16]. Also, the resource has great potential for the inclusion of people with visual or hearing disabilities, even though it is not widely used for this purpose[17]. However, considering that this type of media is allocated on digital platforms, its reproduction requires the portability and knowledge of handling technological devices and, sometimes, Internet access, which reduces its reach[6].

Moreover, despite the diversification of remote teaching strategies mentioned above, it is clear that there is still disproportionality regarding the production of materials and research among the areas of study of enterostomal therapy, since there is a prioritization of wounds and ostomies, as identified in this study and shown in Fig. 3. This negatively impacts undergraduate nursing education, since the approach to incontinence is absent or insufficient[5].

Therefore, the experience had as limitations the lack of current theoretical references in the area of incontinence, especially fecal incontinence, resulting in fewer episodes on this theme, and the low reach of the materials produced. Also, as for the recommendations, it is suggested to expand the use of the podcast technology for health education in enterostomal therapy, in public and private outpatient clinics, and to increase the dissemination of podcasts in partnership with specialized associations in the area.

CONCLUSION

The use of technologies associated with educational content provides accessible communication between health professionals and the user through interactive care strategies such as the podcast. This innovation has transformed the existing relationships between the two categories and contributed to the quality of care, since knowledge about a certain topic being passed on through a reliable source provides more autonomy to the individuals who need the information.

Thus, by using the podcast to disseminate content on enterostomal therapy, the practicality and cost-effectiveness of the technology to implement education in distance health care were observed. As a result, the action was of utmost importance in bringing the specialty closer to the general public, in helping to disseminate evidence-based information during the COVID-19 pandemic, and in contributing to the theoretical improvement of the academics about the topics described and the handling of data through digital platforms.

AUTHORS' CONTRIBUTION

Substantive scientific and intellectual contributions to the study: Carvalho SO, Silva GAA, Moura MCS, Santos BKI, Medeiros AMB, Duarte GM; Article writing: Carvalho SO, Silva GAA, Moura MCS, Santos BKI, Medeiros AMB, Duarte GM; Conception and design: Carvalho SO; Data collection, analysis and interpretation: Carvalho SO; Critical revision and final approval: Silva GRF, Vasconcelos CDA.

AVAILABILITY OF RESEARCH DATA

All data were generated or analyzed in the present study.

FUNDING

Not applicable.

REFERENCES

1. Silva LO, Nogueira JM. A corrida vacinal em tempos de pandemia: a necessidade de imunização contra Covid-19. Rev Bras Anal Clin 2020;52(2):149-53. https://doi.org/10.21877/2448-3877.20200002
2. Domingues CM. Challenges for implementation of the covid-19 vaccination campaign in Brazil. Cad Saúde Pública 2021;37(1):e00344620. https://doi.org/10.1590/0102-311X00344620
3. Nascimento FL. Ensino remoto: o uso do Google Meet na pandemia da Covid-19. BOCA 2021;7(19):44-61. https://doi.org/10.5281/zenodo.5028436%20%20%20
4. Lima J, Lopes MG, Santos CC. Continuidade das ações em saúde na atenção ambulatorial especializada durante a pandemia pela Covid-19. Rev Saúde Pública Paraná 2020;3(Supl. 1):140-54. https://doi.org/10.32811/25954482-2020v3sup1p140
5. Gonçalves FG, Reis FL, Silva NA, Souza NV, Varella TC, Pires AS. Conteúdo de estomaterapia e estratégias de ensino no currículo de graduação em enfermagem. Rev Enferm UERJ 2018;26:e28921. https://doi.org/10.12957/reuerj.2018.28921
6. Carvalho SO, Moura MC, Mesquita MK, Silva GA, Vasconcelos CD, Silva GR. Ações extensionistas em estomaterapia: Relato de experiência durante a pandemia. Res Soc Dev 2021;10(9):e54010918223. https://doi.org/10.33448/rsd-v10i9.18223
7. Coradini NH, Borges AF, Dutra CE. Tecnologia educacional podcast na educação profissional e tecnológica. RECEI 2020;6(16):216-31. https://doi.org/10.21920/recei720206161228
8. Gil AC. Como elaborar projetos de pesquisa. 6ª ed. São Paulo: Atlas; 2017. 192 p.
9. Mota BS, Barbosa IE, Fonseca AR, Siqueira DS, Sampaio EC, Melo FS, et al. Lesão por pressão em pacientes internados em unidades de terapia intensiva e profissionais de saúde durante a pandemia da Covid-19. Braz J Dev 2021;7(4):43066-82. https://doi.org/10.34117/bjdv7n4-664
10. Tanaka AK, Paczek RS, De Brum BN, Brito DT, Alexandre EM, Agostini AG. Adaptação do serviço de estomaterapia durante a pandemia de Covid-19: relato de experiência. Rev Gaúcha Enferm 2021;42(Núm. Esp.):e20200214. https://doi.org/10.1590/1983-1447.2021.20200214
11. Castro TM, Silva BA, Venturi K. Análise quantitativa do atendimento remoto durante a pandemia do Covid-19 relacionado aos marcos históricos da doença no Brasil. Saúde Colet 2020;10(53):2394-403. https://doi.org/10.36489/saudecoletiva.2020v10i53p2394-2403
12. França T, Rabello ET, Magnago C. As mídias e as plataformas digitais no campo da Educação Permanente em Saúde: debates e propostas. Saúde Debate 2019;43(Esp. 1):106-15. https://doi.org/10.1590/0103-11042019S109
13. Shoji S, Souza NV, Maurício VC, Costa CC, Alves FT. O cuidado de enfermagem em estomaterapia e o uso das tecnologias. Braz. J. Enterostomal Ther 2017;15(3):169-77. https://doi.org/10.5327/Z1806-3144201700030008
14. Gomes RM, Alencar MP, Santos MJ, Silva RS, Messias JB, Florêncio MS. Café com Saúde: podcast como ferramenta de ensino nos cursos de saúde. Braz J Technol 2020;3(1):48-58. https://doi.org/10.38152/bjtv3n1-002
15. Lin M, Thoma B, Trueger NS, Ankel F, Sherbino J, Chan T. Quality indicators for blogs and podcasts used in medical education: modified Delphi consensus recommendations by an international cohort of health professions educators. Postgrad Med J 2015;91(1080):546-50. https://doi.org/10.1136/postgradmedj-2014-133230

16. Thoma B, Murray H, Huang SY, Milne WK, Martin LJ, Bond CM, et al. The impact of social media promotion with infographics and podcasts on research dissemination and readership. CJEM 2018;20(2):300-6. https://doi.org/10.1017/cem.2017.394

17. Mafort MR., Ramos LF, Santos CF. Podcast como estratégia de inclusão no ensino superior. SocArXiv 2019. https://doi.org/10.31235/osf.io/4vypq