



## METHODS AND EDUCATIONAL MATERIALS USED BY NURSES FOR PREVENTION OF SEXUALLY TRANSMITTED DISEASES IN ADOLESCENCE: INTEGRATIVE REVIEW

### MÉTODOS E MATERIAIS EDUCATIVOS UTILIZADOS POR ENFERMEIROS PARA PREVENÇÃO DAS DOENÇAS SEXUALMENTE TRANSMISSÍVEIS NA ADOLESCÊNCIA: REVISÃO INTEGRATIVA MÉTODOS Y MATERIALES EDUCATIVOS UTILIZADOS POR ENFERMEROS PARA LA PREVENCIÓN DE LAS ENFERMEDADES DE TRANSMISIÓN SEXUAL EN LA ADOLESCENCIA: REVISIÓN INTEGRADORA

Adriana Gomes Nogueira Ferreira<sup>1</sup>, Anny Giselly Milhome da Costa<sup>2</sup>, Francisca Elisângela Teixeira Lima<sup>3</sup>,  
Marta Maria Coelho Damasceno<sup>4</sup>, Thelma Leite de Araújo<sup>5</sup>, Patrícia Neyva da Costa Pinheiro<sup>6</sup>

#### ABSTRACT

**Objective:** to identify methods and instructional materials used by nurses in educational interventions with adolescents for the prevention of Sexually Transmitted Diseases and AIDS. **Method:** integrative review conducted in the databases Scopus, PubMed, CINAHL, Cochrane and SAGE with uncontrolled descriptors: adolescent, teenage, nursing, health education, prevention, STD or AIDS, intervention, strategy and method. We analyzed 12 articles and educational interventions with their categorization methods and instructional materials. **Results:** methods: group discussion, individual instruction, demonstration, lecture and role play. Materials: written resources, auditory, and visual models for demonstrations. Educational interventions were characteristic of innovation, creativity and respect for the reality of teenagers. **Conclusion:** the methods and materials contributed to critical thinking in schools, communities and health facilities. The findings enable evidence-based practice of nurses as health educators with teenagers. **Descriptors:** Nursing; Health Education, Adolescent; Sexually Transmitted Diseases; Acquired Immune Deficiency Syndrome.

#### RESUMO

**Objetivo:** identificar métodos e materiais instrucionais utilizados pelos enfermeiros nas intervenções educativas com adolescentes para prevenção das Doenças Sexualmente Transmissíveis e Aids. **Método:** revisão integrativa realizada nas bases de dados Scopus, PubMed, CINAHL, Cochrane e SAGE com descritores não controlados: *adolescent, teenage, nursing, health education, prevention, STD or AIDS, intervention, strategy* e *method*. Foram analisados 12 artigos e suas intervenções educativas com categorização em métodos e materiais instrucionais. **Resultados:** métodos: discussão em grupo, instrução individual, demonstração, dramatização e aula expositiva. Materiais: recursos escritos, auditivos, visuais e modelos para demonstrações. As intervenções educativas apresentaram características de inovação, criatividade e respeito à realidade dos adolescentes. **Conclusão:** os métodos e materiais contribuíram para a reflexão crítica em escolas, comunidades e unidades de saúde. Os achados possibilitam a prática baseada em evidências do enfermeiro como educador em saúde com adolescentes. **Descritores:** Enfermagem; Educação em Saúde; Adolescente; Doenças Sexualmente Transmissíveis; Síndrome da Imunodeficiência Adquirida.

#### RESUMEN

**Objetivo:** identificar los métodos y materiales didácticos utilizados por las enfermeras en las intervenciones educativas con adolescentes para la prevención de enfermedades de transmisión sexual y SIDA. **Método:** revisión integradora realizada en la base de datos Scopus, PubMed, CINAHL, Cochrane y SAGE con descriptores no controlados: los adolescentes, adolescente, enfermería, educación para la salud, prevención, enfermedades de transmisión sexual o el SIDA, intervención, estrategia y método. Se analizaron 12 artículos e intervenciones educativas con sus métodos de categorización y materiales de instrucción. **Resultados:** los métodos: discusión en grupo, instrucción individual, demostraciones, conferencias y clases. Materiales: recursos escritos, auditivos, visuales y modelos para demostraciones y clases. Las intervenciones educativas fueron características de la innovación, la creatividad y el respeto a la realidad de los adolescentes. **Conclusión:** los métodos y materiales aportados al pensamiento crítico en las escuelas, las comunidades y los centros de salud. Los resultados permiten la práctica basada en la evidencia de las enfermeras como educadores de salud con adolescentes. **Descriptor:** Enfermería; Educación para la Salud; Adolescentes; Enfermedades de Transmisión Sexual; Síndrome de Inmunodeficiencia Adquirida.

<sup>1</sup>Nurse, PhD Student, Graduate Program in Nursing/Doctorate of Nursing, Universidade Federal do Ceará/PPGENF. Fortaleza (CE), Brazil. E-mail: [adrianagn2@hotmail.com](mailto:adrianagn2@hotmail.com); <sup>2</sup>Clinical Nurse, Graduate Program in Nursing / Doctorate of Nursing, Universidade Federal do Ceará/PPGENF. Fortaleza (CE), Brazil. E-mail: [annygiselly@yahoo.com](mailto:annygiselly@yahoo.com); <sup>3,5,6</sup>Nurses, PhD in Nursing, Nursing Department, Faculty of Pharmacy, Dentistry and Nursing, Universidade Federal do Ceará/UFC. Fortaleza (CE), Brazil. E-mails: [felisangela@yahoo.com.br](mailto:felisangela@yahoo.com.br); [thelmaaraujo2003@yahoo.com.br](mailto:thelmaaraujo2003@yahoo.com.br); [neiva.pinheiro@yahoo.com.br](mailto:neiva.pinheiro@yahoo.com.br); <sup>4</sup>Nurse, Post PhD Professor in Nursing, Nursing Department, Faculty of Pharmacy, Dentistry and Nursing, Universidade Federal do Ceará/UFC. Fortaleza (CE), Brazil. E-mail: [martadamasceno@terra.com.br](mailto:martadamasceno@terra.com.br)

## INTRODUCTION

Adolescence is characterized as a period in individual's lives with severe trials, marked by impulsive actions and expectations immediacy. Romantic relationships among adolescents may be less stable and durable<sup>1</sup>, making them vulnerable to sexually transmitted diseases (STDs) and Acquired Immunodeficiency Syndrome (AIDS)

The prevention of STD / AIDS in this age group is based primarily on education and counseling. Teenagers should be able to prevent potential exposure to STDs through changes in sexual behavior helped by health professionals of local services<sup>2</sup>. Literature points to the need for incentives to practices to prevent STD / AIDS go over the theme of sexuality and to involve family, educational, cultural and social background.<sup>3</sup>

In this scenario, the role of the nurse is beyond caregiver educator, since nursing care are transformed into educational interventions to recognize that the other is a vulnerable person, who needs to change behaviors to acquire wholesome behaviors that increase their levels of health.<sup>4</sup>

In nursing, the educational intervention is mainly characterized by the act of using teaching methods and specific instructional materials. In this respect it is necessary to differentiate the method of instructional material, the first is how information is taught through: lecture, group discussion, individual instruction, demonstration and implementation, games, simulation, role playing, modeling, self-instructional activities. Whereas instructional materials are accessories used to enhance teaching and learning, categorized into: writings, statements and media.<sup>5</sup>

The initiatives of nurses for prevention of STD / AIDS in adolescents are often published in the scientific literature, however it remains dispersed in their local experiences, featuring a fragmented view of the panorama of the production in this area. Therefore, the synthesis of these educational interventions may provide greater visibility of context, facilitating better planning and effective implementation of nursing actions.

The participation of the nurse as educator and a means of spreading this process may potentiate the actions of STD / AIDS in a positive manner, since successful experiences, when carefully analysed, may be possible to be reapplied. In this sense, the present study aimed to identify the methods and

instructional materials used by nurses in educational interventions with adolescents for prevention of STD / AIDS.

## METHOD

A descriptive, documentary, integrative review<sup>6-7</sup> conducted from the research question << ***What materials and instructional methods are used by nurses in educational interventions for the prevention of STD / AIDS with adolescents?*** >>

The survey was conducted of articles in five international electronic data bases: Scopus, PubMed, Cumulative Index to Nursing & Allied Health Literature (CINAHL), Cochrane and SAGE, through free access on the website of the Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES-Brazil), in the months of March and April 2011.

The selection stage of the studies involved the careful and critical reading of abstracts and then the text in full, applying the following criteria: 1) Inclusion - original studies, published in English, that focused educational interventions for the prevention of STD / AIDS with teenage audiences, with at least one author nurse; 2) Exclusion - not available in full or double indexed in databases.

Data collection of selected articles was performed using two instruments developed by the researchers. The first with information on the design, journal, year of publication, level of evidence and country. To facilitate data analysis, the second instrument included: objectives sample, methods and / or materials, method of evaluation of the intervention, results, conclusions and / or considerations.

The structure of the research in each database was conducted by means of uncontrolled descriptors: *adolescent, teenage, nursing, health education, prevention, STD or AIDS, intervention, strategy and method* that were searched simultaneously using 'and'. At this stage 140 abstracts were found, as shown in Table 1. It is noteworthy that the period of publication of articles was not defined at this stage, incorporating all available years in bases.

**Table 1.** Number of articles selected for review after integrative electronic search, delete after reading the abstract and delete after reading the article in full.

Articles (N=140)	Electronic Data Bases					
	Scopus	PubMed	CINAHL	Cochrane	SAGE	Total
Found	65	3	10	2	60	140
Exclusion (by summary)	28	2	8	1	31	70
Exclusion (by article)	34	-	1	1	22	58
Selected	3	1	1	-	7	12

Data analysis was performed using the critical reading of the twelve (N = 12) selected articles and their respective data sheets. The methods and instructional materials identified in educational interventions were grouped based on the author's rating instrument Bastable<sup>5</sup> focusing on the quality of pre-selected items.

A summary of the data is presented in figure form, gathering the knowledge produced in the categories methods and instructional materials. For presentation purposes, the articles were numbered 1-12 in the figures, according to the order of selection in the consulted databases.

In the discussion sector, the theme was explored in depth in dialogue with other literatures. Such exploration can contribute to a new understanding of the phenomenon of interest, and implications for nursing practice are emphasized, as well as research initiatives.<sup>3,7-8</sup>

## RESULTS

Initially articles were categorized according to study design, journal, evidence level, year of publication and country of the study, as shown in Figure 1.

Nº	Delimitation	Journal	Year	Level of Evidence	Country
1	Qualitative	AIDS Education and Prevention	2003	IV	U.S.
2	Randomized Clinical Trial	Journal of Adolescent Health	2001	II	Nigeria and Ghana
3	Qualitative	Nursing Clinics of North America	2006	IV	Nepal
4	Qualitative	Journal of Spec Pediatric Nursing	2009	IV	U.S.
5	Randomized Clinical Trial	Perspectives on Sexual and Reproductive Health	2005	II	U.S.
6	Review	Journal of Child Health Care	2001	*	England
7	Randomized Clinical Trial	Health Education and Behavior	2007	II	U.S.
8	Qualitative	Western Journal of Nursing Research	2001	IV	U.S.
9	Qualitative	Western Journal of Nursing Research	2009	IV	*
10	Review	Journal of Transcultural Nursing	2003	*	*
11	Randomized Clinical Trial	Health Education & Behavior	2002	II	U.S.
12	Qualitative	Journal of the American Psychiatric Nursing Association	2005	IV	U.S.

**Figure 1.** Classification of publications according to study design, journal, year of publication, level of evidence and country of study. \* Not reported in the article.

The analyzed articles in this review were published between 2001 and 2009, six were published in professional journals in nursing, as in other journals in the areas of AIDS (n = 1), child health (n = 1), adolescent health (n = 1), reproductive health (n = 1) and education (n = 3). This shows the inclusion of nurses researchers in the various areas of knowledge related to the topic.

Regarding the level of evidence and research design: Level II evidence - randomized controlled trials (n = 4), level IV from non-experimental studies, such as comparative and correlational descriptive study with a qualitative approach and case studies (n = 6) and without setting level (n = 2).

The institution in which the studies were developed included: community (n = 4), schools (n = 3), health services (n = 2)

detention center (n = 1), residence (n = 1). Most publications (n = 9) were performed in the United States (U.S.).

## METHOD

Figure 2 presents the studies in accordance with the presented objectives, sample, methods / instructional materials, evaluation of the intervention.

N	Objetives	Sample	Methods and Materials	Evaluation of Intervention
1	Describe the development and production of a video for adolescents who use hormonal contraceptives	11 urban girls	Method: Group discussion Material: Audiovisual (video)	Participatory evaluation of learning
2	Describe the implementation of an educational program of reproductive health for adolescents	1804 adolescents	Method: Individual instruction, Group discussion e roleplay Material: Printed material	Before and after the intervention interviews
3	Determine changes in knowledge, attitudes and beliefs of girls after an educational intervention.	44 Nepali teenagers from 14 to 16	Method: Group discussion e expository session Material: Visual (slides)	Questionnaire before and after the intervention; Use of a scale
4	Describe an home visitation intervention for sexually abused girls who ran away from home	20 adolescents from 10 to 14	Method: Individual instruction (home visit) and Group discussion. Material:*	Monitoring individual and collective cases for a period of 1 year.
5	Evaluate the educational intervention "Save Sex for Later".	846 adolescents and 674 parents	Method: Individual instruction (home or school) Material: Audio-CD	Before and after questionnaire. Scale Family Rules.
6	Discuss peer education as a strategy to promote adolescent sexual health, towards the prevention of AIDS	*	Method: Group discussion by peers Material: *	Review of literature
7	Implement and evaluate two brief interventions for HIV prevention used separately and together.	400 adolescents	Method: Group discussion e Individual instruction Material: Audiovisual (video)	Before and after the intervention Interview (3 and 12 months).
8	Discover the perception adolescent risk for HIV, and the hazards identified in the neighborhoods.	42 adolescents	Method: Individual instruction and Group discussion Material:*	Interview and participant observation
9	Explore how adolescents perceive their role as intimate partner of adolescents with a history of STD.	14 male adolescents	Method: Individual instruction Material:*	Interview and Aids Model Risk Reduction.
10	Propose an intervention, multimodal school-based to reduce sexual risk behaviors	Hispanic students from the city center	Method: Group discussion and exposition class Material: Audio (video)	30 intervention studies
11	Present the initial results of Keepin'it REAL! A project developed for HIV prevention for mothers and adolescents	192 adolescents	Method: Group discussion Material:*	Group approach Before and after the intervention interview
12	Select and refine an integrated intervention for prevention of substance abuse and HIV	21 adolescents and 17 adults in the countryside	Method: Group discussion Material:*	Verbal evaluation during the focus group

**Figure 2.** Summary of studies included in the review according to integrative research objectives, sample, methods and instructional materials, and evaluation of educational intervention. \* Not reported or not identified in the article.

The instructional methods used in educational interventions for the prevention of STD / AIDS with adolescents were predominantly group discussion and individual instruction. Regarding the instructional materials used, most studies did not demonstrate this tool, however we identified two studies using video, one with the use of audio and slides and two with printed materials.

To discuss the studies that developed methods like individual instruction, we considered the interview which took place within 30 to 90 minutes, and their guiding questions enabled the discussion and reflection on the theme of sexuality in relationships, enabling reflection on the relationship with the girlfriend, which

conceived the idea about sex and how it was addressed in the relationship<sup>10</sup>. It was also used along with earlier themes in the discussion group, which allowed filling the gaps identified in this educational activity.<sup>11</sup>

Home visits were focused on the client, and was considered as an individual instruction. The approaches were positive. They focused on the development of relations of trust between nurses and teens, and were focused on harm reduction and the promotion of sexual and reproductive health. The nurses talked about the experience of the young in school, family and health services.<sup>12</sup> The counseling sessions were also considered individual instruction with a focus on the customer, they were interactive and aimed to reduce risks related to HIV and condom use.<sup>13</sup>

For the group discussions, the focus of the group type was used as instructional method in four studies<sup>11-4</sup>. In one of them, 23 sessions were held, lasting 45 minutes to 2 hours<sup>11</sup>. Another study used four focus groups, guided by the themes: risk factors related to drugs and HIV virus and resilience factors to drugs and involvement in risky sex.<sup>14</sup>

For peer education we used group discussion, for these groups, facilitators teenagers were selected in schools and / or communities, attended training on anatomy, physiology, pregnancy, STIs / HIV and contraception, and acquired communication skills, counseling and data collection for research. 'Teenagers-educators' provided information to their peers, using the following methods: Drama and distribution of written materials on themes: sexual and reproductive health. Peer education has strengthened the local youth role.<sup>15-6</sup>

Another identified instructional method was an educational meeting with adolescents and their mothers during fourteen sessions, lasting two hours each, in which we used four methods: group discussion and lecture and as instructional material: visual (video). These included not only the teenager, but also family members, with the goal of building feelings of efficacy in various aspects of life through enhanced self-concept and achievement motivation of families with community support, developing skills, information, motivation to succeed and to promote behaviors of family and community support.<sup>17</sup>

Still on educational initiatives, it was developed an approach, covering topics such as: Introduction to the force of class diversity, plans for the future, the human body, sexuality, and sex hormones, self-esteem, STD / AIDS, ability to use a condom, decision-making and negotiation. Regarding instructional methods it was recommended group discussions, role plays and demonstration, and as material: audio (vignettes) and models for demonstration.<sup>18</sup>

The instructional materials used by parents and children in their homes were in the form of a software with three Compact Disc (CD), called "Save the sex for later." The audio CD was developed with stories of drama and humor of three families - a black family, a Hispanic family and a Caribbean family. The stories follow the growth of children and the themes include body changes, relationships, influences and pressure to sexual initiation.<sup>19</sup>

A video of 21 minutes, built and tested by the authors, focusing mainly on the risk of exposure to HIV among girls who use oral

contraceptives and are only concerned to avoid pregnancy, was used as another material in educational interventions. The filming involved the stories and testimonies of two girls and two boys HIV positive HIV negative, demonstrating that HIV can happen to anyone. Those living with HIV are no different, protection against pregnancy does not protect against infection.<sup>13,20</sup>

Ten studies have identified the theoretical basis used to guide educational interventions. Theories of learning and / or social and cognitive development, such as: Social Cognitive Theory<sup>10,13,20-1</sup>, Social Learning Theory<sup>15-6</sup>, Theory of Social Development<sup>19</sup>. Other studies have addressed the Health Belief Model, AIDS Risk Reduction Model (ARRM)<sup>10</sup>, resilience, rationalized action and concepts of Paulo Freire<sup>17</sup>.

## DISCUSSION

Considering that most educational interventions were conducted in the U.S. having as target adolescent females, black or Latino and Hispanic descents, studies identified that youngsters of racial and ethnic minorities are characterized as a segment of the population vulnerable to STD / AIDS, being the priority audience target in performing preventive strategies.<sup>22</sup>

Another aspect was the importance of schools and communities as sites for health education for adolescents. It is noteworthy that about 88% of high school students in the U.S. report learning about the prevention of HIV / AIDS through school.<sup>22</sup> And, by providing a forum for raising awareness and opportunities for youth, schools and communities are important scenarios for nursing-educator.<sup>5</sup> This reality is also present in Brazilian society, including those involving nursing work in health education and prevention of STD / AIDS.<sup>3</sup>

The action research techniques used in the articles emphasize the importance of the nurse and adolescent cooperation and participation in the research for the resolution of collective problems. This technique helps in understanding the issues that arise from the results.<sup>23</sup>

Interventions to prevent STDs / AIDS for teenagers aim to prevent primary infection by changing risky sexual behavior. For this group, the behavioral changes mainly involve abstaining from sex, delaying the beginning of them, reducing the number of partners and using condoms correctly and often.<sup>24</sup>

To achieve these behavioral changes, the studies evaluated methods and instructional materials used in order to facilitate the

learning process and thus enable a reflection on adoption of healthy sexual behavior. Considering the context of adolescents, it is important to respect their experiences and reflect on the risks they are exposed.

The HIV prevention programs should consider the specific behavior and teach teens about safe sex practices and risks, which should facilitate the development of underlying skills, such as: goal setting, recognition of stimuli that trigger risk behaviors, reinforcement of positive behavior and effective communication skills that are vital to the formation of relationships and negotiation.<sup>17</sup>

A study made with young black Americans concluded that to succeed in the implementation of educational interventions, health professionals need to commit to their development, considering the variety of factors involving the teenager; expanding the understanding of the context of sexuality and risk reduction; tailoring messages and programs; innovating approaches, and mainly involving the young in developing and promoting the intervention, in order to promote their healthy growth and development.<sup>24</sup>

Another important issue to be considered is the communication between partners about sex and STDs, as it is positively associated with condom use. An important communication antecedent in society is the level of dialogue of teenagers to their parents about these issues. Those teenagers who do not talk to their parents about these issues may be less likely to communicate well with their partners.<sup>25</sup>

In this sense, it was found in this review that the use of instructional methods and materials that have considered the context of young people, prepared and discussed with them the issues proposed, according to their reality. The method of group discussions makes teens actively participate, comment on what they have learned, even when the researchers had no content, as a result of their own efforts, allowing also a space for the adolescent voice, where they can express what they think, how and by whom the educational activities should be conducted.<sup>11,14</sup>

During teenage years changes take place in patterns of interpersonal relationships. Typically, the greatest importance is given to colleagues as providers of advice, support, companionship, role models and sources of comparison. Thus, peer education has a greater influence on the values, interests, attitudes and behaviors of most teenagers.<sup>16</sup>

In the debate on HIV prevention programs, the age of sexual initiation should not be ignored. It is of great concern the growth of unprotected sexual activity with casual partners among young people who begin sexual life before being 14.<sup>26</sup>

When dealing with health promotion in relation to sexuality and initiatives of prevention with adolescents, beliefs, opinions, values and group should be valued, and considered, both in form and content of such approaches.<sup>27</sup>

In response to the question of the study, educational interventions were shown. They sought to change behavior, through reflection on the reality and the risk of infection with HIV / AIDS, using group discussion, individual instruction, lecture and role play as instructional methods and materials with the aid of written, audiovisual, slides and models for demonstration, considering issues such as sexuality, communication, family participation and involvement of health and education.

## CONCLUSION

Nurses use different methods and instructional materials in health education with teens who favor the transformation of nursing care in the prevention of STD / AIDS. However, it is necessary to identify ways to develop new educational interventions, theoretically grounded that may promote the autonomy of adolescents and strengthen their self-esteem. Only then can the teens develop healthier sexual behaviors.

These methods indicate the importance of respect to prior knowledge of adolescents about sexuality. The articulated materials and methods should subsidize, either individually or collectively, specific interventions to groups considered vulnerable, such as racial and ethnic minorities, and can be carefully adapted and used in the context of Latin American adolescents.

The evidence-based practice of nursing must go beyond the studies identified in this research, because other professional fields are also applying and developing methods and instructional materials. Other interventions may be explored in order to contribute to the practice of nursing, such consideration remains as a stimulus for the development of new research review.

## REFERENCES

1. Ministério da Saúde do Brasil, Secretaria de Atenção em Saúde, Departamento de Ações Programáticas Estratégicas. Diretrizes nacionais para a atenção integral à saúde de

adolescentes e jovens na promoção, proteção e recuperação. Brasília (DF): Ministério da Saúde; 2010. 132p.

2. Campo-Arias A, Ceballo GA, Herazo E. Prevalence of pattern of risky behaviors for reproductive and sexual health among middle- and high-school students. *Rev latinoam enferm* [Internet]. 2010 [cited 2011 June 09];18(2):170-4. Available from: [http://www.scielo.br/scielo.php?script=sci\\_arttext&pid=S010411692010000200005&lng=en&tlng=pt](http://www.scielo.br/scielo.php?script=sci_arttext&pid=S010411692010000200005&lng=en&tlng=pt).
3. Toledo MM, Takahashi RF, De-La-Torre-Ugarte-Guanilo MC. Elementos de vulnerabilidade individual de adolescentes ao HIV/AIDS. *Rev bras enferm* [Internet]. 2011 [cited 2011 Dec 26];64(2):370-5. Available from: [http://www.scielo.br/scielo.php?script=sci\\_arttext&pid=S003471672011000200024&lng=pt](http://www.scielo.br/scielo.php?script=sci_arttext&pid=S003471672011000200024&lng=pt).
4. Costa D, Silva R, Davim R, Silva R. Health education on sexually transmitted diseases with adolescents: a case report. *J Nurs UFPE on line* [Internet]. 2012 [cited 2012 Sept 2];6(9):2312-7. Available from: <http://www.ufpe.br/revistaenfermagem/index.php/revista/article/view/2583>.
5. Bastable SB. O enfermeiro como educador: princípios de ensino-aprendizagem para a prática de enfermagem. 3th ed. Porto Alegre: Artmed; 2010.
6. Ganong LH. Integrative reviews of nursing research. *Res Nurs Health*. 1987 Jan [cited 2013 Apr 24];10(1):1-11. Available from: <http://onlinelibrary.wiley.com/doi/10.1002/nur.4770100103/abstract>
7. Whittmore R, Knafel K. The integrative review: updated methodology. *J Adv Nurs* [Internet]. 2005 Dec; [cited 2013 Apr 24] 52(5):546-53. Available from: <http://www.ncbi.nlm.nih.gov/pubmed/16268861n>.
8. Barbosa LR, Melo MRAC. Relações entre qualidade da assistência de enfermagem: revisão integrativa da literatura. *Rev Bras Enferm* [Internet]. 2008 May-June [cited 2013 Apr 24];61(3):366-70. Available from: [http://www.scielo.br/scielo.php?script=sci\\_arttext&pid=S0034-71672008000300015&lng=pt&nrm=iso&tlng=pt](http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0034-71672008000300015&lng=pt&nrm=iso&tlng=pt)
9. Stetler CB, Morsi D, Rucki S, Broughton S, Corrigan B, Fitzgerald J, et al. Utilization focused integrative reviews in a nursing service. *Appl Nurs Res* [Internet]. 1998 Nov [cited 2013 Apr 24];11(4):195-206. Available from: <http://www.sciencedirect.com/science/journal/08971897/11>
10. Collins JL, Champion JD. Male adolescent sexual behavior: what they know and what they wish they had known. *West J Nurs Res* [Internet]. 2009 Oct [cited 2013 Apr 24];31(6):748-71. Available from: <http://wjn.sagepub.com/content/31/6.toc>
11. Anderson NLR, Nyamathi A, Mcavoy JA, Conde F, Casey C. Perceptions about risk for HIV/Aids among adolescents in juvenile detention. *West J Nurs Res* [Internet]. 2001 June [cited 2013 Apr 24];23(4):336-59. Available from: <http://wjn.sagepub.com/content/23/4/336.full.pdf+html>
12. Edinburgh LD, Saewyc EM. A novel, intensive home visiting intervention for runaway, sexually exploited girls. *J Spec Pediatr Nurs* [Internet]. 2009 Jan [cited 2013 Apr 24];14(1):41-8. Available from: <http://onlinelibrary.wiley.com/doi/10.1111/j.1744-6155.2008.00174.x/pdf>
13. Roye CF, Silverman PP, Krauss B. A brief, low-cost, theory-based intervention to promote dual method use by black and latina female adolescents: a randomized clinical trial. *Health Educ Behav* [Internet]. 2007 Aug [cited 2013 Apr 24];34(4):608-21. Available from: <http://heb.sagepub.com/content/34/4/608.full.pdf+html>
14. Brown EJ, Waite CD. Perceptions of risk and resiliency factors associated with rural African American adolescents' substance abuse and HIV behaviors. *J Am Psychiatr Nurses Assoc* [Internet]. 2005 Apr [cited 2013 Apr 24];11(2):88-100. Available from: <http://jap.sagepub.com/content/11/2/88.full.pdf+html>
15. Brieger WR, Delano GE, Lane CG, Oladepo O, Oyediran KA. West African youth initiative: outcome of a reproductive health education program. *J Adolesc Health* [Internet]. 2001 Dec [cited 2013 Apr 24];29(6):436-46. Available from: [http://ac.els-cdn.com/S1054139X01002646/1-s2.0-S1054139X01002646-main.pdf?tid=7888c7f2-ad4e-11e2-b055-00000aab0f6c&acdnat=1366856511\\_f7d08007de309f55640fab960aa309cb](http://ac.els-cdn.com/S1054139X01002646/1-s2.0-S1054139X01002646-main.pdf?tid=7888c7f2-ad4e-11e2-b055-00000aab0f6c&acdnat=1366856511_f7d08007de309f55640fab960aa309cb)
16. Ochieng BMN. Health promotion strategy for adolescents' sexual behavior. *J Child Health Care* [Internet]. 2001 June [cited 2013 Apr 25];5(2):77-81. Available from: <http://chc.sagepub.com/content/5/2/77.full.pdf+html>
17. Dilorio C, Resnicow K, Thomas S, Wang DT, Dudley WN, Marter DF et al. Keepin' It R.E.A.L.!: Program description and results of baseline assessment. *Health Educ Behav* [Internet]. 2002 Feb [cited 2013 Apr

25];29(1):104-23. Available from: <http://heb.sagepub.com/content/29/1/104.full.pdf+html>

18. Talashek ML, Norr KF, Dancy BL. Building teen power for sexual health. *J Transcult Nurs* [Internet]. 2003 July [cited 2013 Apr 25];14(3):207-16. Available from: <http://tcn.sagepub.com/content/14/3/207.full.pdf+html>

19. O'Donnell L, Stueve A, Agronick G, Wilson-Simmons R, Duran R, Jeanbaptiste V. Saving sex for later: an evaluation of a parent education intervention. *Perspect Sex Reprod Health* [Internet]. 2005 Dec [cited 2013 Apr 25];37(4):166-73. Available from: <http://onlinelibrary.wiley.com/doi/10.1363/3716605/pdf>

20. Roye CF, Hudson M. Developing a culturally appropriate video to promote dual-method use by urban teens: rationale and methodology. *AIDS Educ Prev* [Internet]. 2003 Apr [cited 2013 Apr 25];15(2):148-58. Available from: <http://guilfordjournals.com/doi/abs/10.1521/aeap.15.3.148.23837>

21. Mahat G, Scoloveno MA. An HIV/AIDS Education intervention for Nepalese adolescent females. *Nurs Clin N Am* [Internet]. 2006 Sept [cited 2013 Apr 25];41(3):409-23. Available from: [http://ac.els-cdn.com/S0029646506000430/1-s2.0-S0029646506000430-main.pdf?\\_tid=aa33b48e-ad52-11e2-b5c0-0000aacb361&acdnat=1366858313\\_52b4a49b1d220bc3e7d343c1a3f1a168](http://ac.els-cdn.com/S0029646506000430/1-s2.0-S0029646506000430-main.pdf?_tid=aa33b48e-ad52-11e2-b5c0-0000aacb361&acdnat=1366858313_52b4a49b1d220bc3e7d343c1a3f1a168)

22. Centers for Disease Control and Prevention (US). CDC HIV/AIDS fact sheet. HIV/AIDS among youth [Internet]. 2008 Aug [cited 2011 June 17]. Available from: <http://www.cdc.gov/hiv/resources/factsheet/s/PDF/youth.pdf>

23. Moreno, CL. The relationship between culture, gender, structural factors, abuse, trauma, and HIV/AIDS for Latinas. *Qual Health Res* [Internet]. 2007 Mar [cited 2013 Apr 24];17(3):340-52. Available from: <http://qhr.sagepub.com/content/17/3/340.full.pdf+html>

24. Miller KS, Boyer CB, Cotton G. The STD and HIV Epidemics in African American youth: reconceptualizing approaches to risk reduction. *J Black Psychol* [Internet]. 2004 Feb [cited 2013 Apr 24];30(1):124-37. Available from: <http://jbp.sagepub.com/content/30/1/124.full.pdf+html>

25. Crosby RA, DiClemente RJ, Wingood GM, Cobb BK, Harrington D, Kathy SL. Condom use and correlates of African American adolescent

females' frequency in communication with sex partners about preventing sexually transmitted diseases and pregnancy. *Health Educ Behav* [Internet]. 2002 Apr [cited 2013 Apr 25];29(2):219-31. Available from: <http://heb.sagepub.com/content/29/2/219.full.pdf+html>

26. Paiva V, Aranha F, Bastos FI. Opiniões e atitudes em relação à sexualidade: pesquisa de âmbito nacional, Brasil 2005. *Rev Saúde Públ* [Internet]. 2008 Jun [cited 2013 Abr 24];42(Suppl 1):54-64. Available from: [http://www.scielo.br/scielo.php?script=sci\\_arttext&pid=S0034-89102008000800008&lng=pt&nrm=iso&tlng=pt](http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0034-89102008000800008&lng=pt&nrm=iso&tlng=pt)

27. Santana I, Santos Y, Carvalho K, Araujo E. Use of condoms by male students in a public school. *J Nurs UFPE on line* [Internet]. 2011 Dec [cited 2012 Jan 10];5(Suppl):2616-23. Available from: <http://www.ufpe.br/revistaenfermagem/index.php/revista/article/view/2358>.



Submission: 2012/09/16

Accepted: 2013/04/21

Publishing: 2013/06/01

**Corresponding Address**

Adriana Gomes Nogueira Ferreira  
Universidade Federal do Maranhão  
Rua Ceará, 1600 / Bl 1 /Ap. 105  
Bairro Nova Imperatriz  
CEP: 65907-090 – Imperatriz (MA), Brazil