

Sex education practices with the elderly: An integrative review

Práticas de educação sexual com idosos: Uma revisão integrativa

Prácticas de educación sexual con ancianos: Una revisión integradora

RESUMO

Objetivo: Analisar as práticas de educação sexual voltadas aos idosos para a prevenção de infecções sexualmente transmissíveis. Método: Tratou-se de uma revisão integrativa que utilizou os descritores: "doenças sexualmente transmissíveis" AND "educação em saúde" OR "educação sexual" AND "saúde do idoso". Os dados foram coletados em sete bases de dados eletrônicas. A busca ocorreu de março e abril de 2021, como filtro foi utilizado artigos publicados no ano de 2010-2020. Resultados: Foram incluídas 18 publicações, discutidas na perspectiva do referencial crítico-dialógico de Paulo Freire. Assim, cada publicação foi classificada segundo a concepção pedagógica, como crítica e não crítica. Existe uma paridade de publicações de ambas as abordagens, sendo importante que práticas críticas, que considerem e favoreçam o compartilhamento de vivências e perspectivas dos idosos. Conclusão: As práticas educativas apresentadas, abordam a saúde sexual do idoso de forma sucinta e didática, focando em conceitos, prevenção, diagnóstico e tratamento das IST.

DESCRIPTORIOS: Doenças Sexualmente Transmissíveis; Educação em Saúde; Educação Sexual; Saúde do Idoso.

ABSTRACT

Objective: To analyze sexual education practices aimed at the elderly for the prevention of sexually transmitted infections. Method: This was an integrative review that used the descriptors: "sexually transmitted diseases" AND "health education" OR "sexual education" AND "elderly health". Data were collected in seven electronic databases. occurred from March and April 2021, as a filter, articles published in the year 2010-2020 were used. Results: 18 publications were included, discussed from the perspective of Paulo Freire's critical-dialogical framework. Thus, each publication was classified according to the pedagogical concept, as critical and non-critical. There is a parity of publications from both approaches, and it is important that critical practices, which consider and favor the sharing of experiences and perspectives of the elderly. Conclusion: The educational practices presented address the sexual health of the elderly of succinctly and didactically, focusing on concepts, prevention, diagnosis and treatment of STIs.

DESCRIPTORS: Sexually Transmitted Diseases; Health Education; Sex Education; Health of the Elderly.

RESUMEN

Analizar las prácticas de educación sexual dirigidas a los ancianos para la prevención de infecciones de transmisión sexual. Método: Se trató de una revisión integradora que utilizó los descriptores: "enfermedades sexuales" Y "educación en salud" O "educación sexual" Y "salud del anciano". Los datos fueron recolectados en siete bases de datos electrónicas. de marzo y abril de 2021, como filtro se utilizaron artículos publicados en el año 2010-2020. Resultados: se incluyeron 18 publicaciones, discutidas desde la perspectiva del marco crítico-dialógico de Paulo Freire. Así, cada publicación fue clasificada según el concepto pedagógico, en crítica y no crítica. Hay paridad de publicaciones de ambos enfoques, y es importante que las prácticas críticas, que consideren y favorezcan el intercambio de experiencias y perspectivas de los ancianos. Conclusión: Las prácticas educativas presentadas abordan la salud sexual de los ancianos de forma sucinta y didáctica, centrándose en conceptos, prevención, diagnóstico y tratamiento de las ITS

DESCRIPTORIOS: Enfermedades de Transmisión Sexual; Educación en Salud; Educación Sexual; Salud del Anciano.

RECEBIDO EM: 09/10/2022 APROVADO EM: 20/11/2022

Camila Napolis da Silva

Academic Nursing-UEM

ORCID: 0000-0001-7210-9177

Daniela Bulcão Santi

Nurse, PhD student in Nursing, PSE - UEM.

ORCID: 0000-0001-8687-9877

Joao Pedro Rodrigues SoaresNurse, Master's Student in Nursing, PSE - UEM.
ORCID: 0000-0001-5725-3795**Michelle Aparecida de Siqueira Fazoli**Nurse, Master's Student in Nursing, PSE - UEM.
ORCID: 0000-0003-1964-9662**Guilherme Malaquias Silva**Nurse, Master's Student in Nursing, PSE - UEM.
ORCID: 0000-0003-4748-2951**Hanna Carolina Aguirre**Nurse, Master's Student in Nursing, PSE - UEM.
ORCID: 0000-0002-4952-7298**Eloise Panagio Silva**Nurse, Master's Student in Nursing, PSE - UEM.
ORCID: 0000-0002-5866-4593**Vanessa Denardi Antoniassi Baldissera**Nurse, PhD in Nursing, USP - UEM.
ORCID: 0000-0003-1680-9165**INTRODUÇÃO**

According to the World Health Organization, an individual aged 60 years or older is called elderly (WHO, 2019). Brazil has more than 28 million people in this age group, a number that represents 13% of the population, and which should double in the coming decades (IBGE, 2018). The main reasons for this aging trend would be the drop in the birth rate and the increase in Brazilian life expectancy.⁽¹⁾

Considering some advances that the elderly population has achieved in recent decades, the extension of sexual life deserves to be highlighted. The increase in quality of life combined with technological development in health, such as hormone replacement treatments and impotence medications, have allowed the experience and/or rediscovery of new experiences of sexual practice among the elderly.⁽²⁾ However, unsafe sexual practices can contribute to making this population vulnerable to Sexually Transmitted Infections (STIs), such as: Human Immunodeficiency Virus (HIV), syphilis, chlamydia and gonorrhea.

The terminology IST started to be

adopted in replacement of the expression Sexually Transmitted Diseases (STD), as it highlights the possibility of a person having and transmitting an infection, even without signs and symptoms.⁽³⁾ The latest data from the Epidemiological Bulletin of the Ministry of Health on the current scenario of the HIV virus in the country, published in December 2020, draw attention to the fact that, among men in the last ten years, an increase in the detection rate of Acquired Immunodeficiency Syndrome (AIDS) was observed in the age groups of 60 years and older.⁽⁴⁾

Elderly people are often not the target audience for discussion or educational strategies for STI prevention, and it is necessary to highlight the risk, occurrence and complications, as well as forms of prevention for the elderly population. In public policies and in care for the elderly population, the predominant themes are related to health in general and the elderly are thought of in a standardized model of human being: western, white, thin, heterosexual and asexual.⁽⁵⁾

The scarcity of studies and prevention campaigns in sex education aimed at the elderly population makes it important

and necessary to highlight successful practices aimed at this public. Given the above, the question is: What are the sexual education practices aimed at the elderly for the prevention of sexually transmitted infections? Where this study aims to analyze the practices of sex education aimed at the elderly for the prevention of sexually transmitted infections.

METHOD

It was an integrative literature review study developed in the following stages: identification of the theme and selection of the research's guiding question; establishment of criteria for inclusion and exclusion of studies; definition of the information to be extracted from them; assessment of those included in the review; analysis and interpretation of results and presentation of the review.⁽⁶⁾

For the construction of the research question and selection of descriptors to be used to search for documents, the PICo acronym was used, namely: P=population/patient; I= intervention; Co=context.⁽⁷⁾ Therefore, the research question was: "What are the practices in sex education aimed at the elderly to prevent

sexually transmitted infections?”

For the selection, the Descriptors in Health Sciences were used guided by the individual portions of the aforementioned strategy, namely: P= “Health of the Elderly”; I= “Health Education” and “Sexual Education”; Co= “Sexually Transmitted Diseases”. The descriptors were articulated using the Boolean operators “AND” and “OR” and received changes in their structure according to the specificity of the database used.

The search took place in March and April 2021, using the Virtual Health Library (VHL) database, Capes Portal, Medline, Web of Science and gray literature (Google Academic). A total of 387,823 publications were selected, and the year of publication filters (2010-2020) were used, aiming to cover current scientific and language (Portuguese) productions, in order to gather educational practices in the Brazilian context. Afterwards, the titles and abstracts were carefully read, excluding systematic or integrative review articles, duplicates and unrelated to the theme. Figure 1 shows the flow of the careful selection of articles, which resulted in 18 included articles.

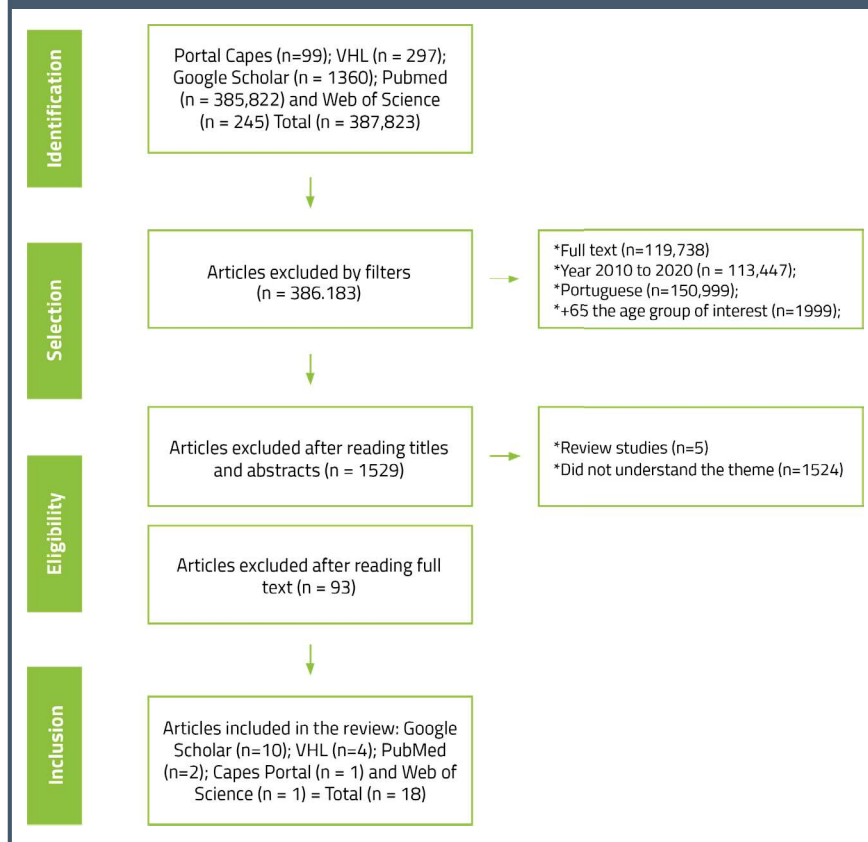
After the critical analysis and interpretation of the results, the findings were organized with the synthesis of the knowledge produced and discussed from the perspective of Paulo Freire's critical-dialogical framework.⁽⁸⁾

As for the ethical aspects, the ideas and data presented by the authors of the articles that make up this review were faithfully respected. As it focuses on public information, it does not require approval from the ethics committee for research involving human beings.

RESULTS

This review comprised a total of 18 articles. Chart 1 presents the synthesis of the characteristics of the studies that implemented educational practices with the elderly public, highlighting the educational technologies and pedagogical processes implemented.

Figure 1 - Stages of selection of articles, according to the criteria established in the databases. Brazil, 2021.



Source: author's data, 2021

The compilation of the included articles allows an appreciation of Brazilian educational practices aimed at the elderly about STIs in the last 10 years. As for the characteristics, they deal with article-type publications and a teaching manual (A11), these articles are presented with the following approaches: experience report (A1, A2, A4, A8, A10, A12, A14, A15, A18), qualitative (A6, A9, A13), participatory (A3, A5, A7) and quantitative (A16, A17).

In summary, it appears that these publications aimed to: analyze the knowledge and perceptions of the elderly about sexual practices, as well as favor moments of exchange of experiences and demystification on the subject, sharing information about the main diseases and forms of prevention. It is also noteworthy that

some publications focused on professional updating on the subject, these articles were also included because they deal with educational practices aimed at the elderly, albeit indirectly.

The tools and educational materials elaborated in the studies include: questionnaires, lectures, scavenger hunts, dynamics, educational workshops, distribution of condoms and lubricants and booklets on the subject. It is important to highlight that some studies also used materials and resources provided by the Ministry of Health, such as condoms, lubricants, the elderly booklet, educational materials and booklets (A10, A12, A18).

As for the number of participants in the listed studies, it ranged from six (A9) to 560 (A18) elderly people, and even indirectly since some practices were aimed

Chart 1 - Characteristics of the studies selected in the integrative review. Brazil, 2021

N	Author/ Year	Type/Journal	Type of study	Objective
1	Araújo et al.; 2020(9)	Article/ Revista Texto & Contexto	Quasi-experimental	To analyze the knowledge of the elderly assisted by the SUS about HIV/AIDS infection, before and after the educational intervention.
2	Amaral; et al., 2020(10)	Article/ Editora Realize	Experience Report	To describe the experience lived by nursing students during an educational action on STIs with the elderly community, in an ESF in a city in the State of Pará.
3	Almeida; 2019(11)	Article/ Repositório Ufersa	Participative	To investigate the experiences of experiencing sexuality of elderly people who seek the services of CRAS in Serra do Mel/RN.
4	Cruz; et al., 2018(12)	Article/ Brazilian Journals	Experience Report	To report health education actions focused on the prevention of STIs among elderly people from the Best Age Group in Esmeraldas, Minas Gerais.
5	Cordeiro et al., 2017(13)	Article/ Revista Brasileira de Enfermagem	Participative	To describe the construction and validation process of an educational booklet for the prevention of HIV/AIDS in the elderly.
6	Barreto; et al., 2015(14)	Article/ Editora Realize	Qualitative	Identify the behavior of the elderly and demystify taboos regarding sexuality in old age.
7	Isoldi; Cabral; Simpson, 2014(15)	Article/ Revista Rene	Participative	To analyze the knowledge of the elderly about AIDS prevention before and after the educational practice.
8	Manso et al., 2012(16)	Article/Revista Longeviver	Experience Report	Report the conversation circle with the elderly about sexuality, with the aim of helping health education and solving doubts about the subject, in addition to knowing and getting in touch with the local population.
9	Laroque; et al., 2011(17)	Article/ Revista Gaúcha de Enfermagem	Qualitative	Identify the behavior of the elderly in the prevention of STD/AIDS.
10	De Lima; Fernandes; Miranda, 2020(18)	Article/ Revista de Saúde Pública do Paraná	Experience Report	Discuss a health education action aimed at the elderly, carried out within the scope of Primary Health Care, developed by medical students.
11	Instituto Paulista de Geriatria e Gerontologia; 2016 (19)	Manual/ Secretaria de Saúde	Courseware	Improve knowledge about the importance of preventing HIV/AIDS and other STDs in the context of elderly health.
12	Burigo; et al., 2015(20)	Article/ Revista CuidArte Enfermagem	Experience Report	To describe the behavior of elderly people in the face of STDs, based on whether or not they use condoms, and their knowledge, especially AIDS.
13	Zambenedetti; 2012(21)	Article/ Revista Saúde e Sociedade	Qualitative	To present and discuss a waiting room experience developed from an interdisciplinary perspective in the field of STD care.
14	Santos; Silva; Fonteles, 2017(22)	Article/ Revista Expressão Católica Saúde	Experience Report	To report an educational action on intimate hygiene and STIs at the Mastology Outpatient Clinic of the Maternidade Escola de Fortaleza-CE, highlighting the prevention of diseases in women's health.
15	Oliveira, 2014(23)	Article/ Revista Interface	Experience Report	Report on how the Vozes em Sintonia (Voices in tune) workshop was carried out in the Federal District (DF), dedicated to establishing ways of coping with STDs.
16	Bastos et al, 2018(24)	Article/ Ciência e Saúde Coletiva	Quantity of intervention	Evaluate the knowledge of the elderly about syphilis and AIDS before and after carrying out educational activities.
17	Cezar; Aires; Paz, 2012(25)	Article/ Revista Brasileira de Enfermagem	Quantitative	Evaluate the knowledge of elderly people about preventive actions for STDs in the context of the ESF.
18	Afonso et al., 2015(26)	Article/ Revista de Epidemiologia e Controle de Infecção	Experience Report	To report educational experiences in guiding the elderly population on sexuality and STI prevention.

Source: author's data, 2021.

Chart 2 - Summary of educational practices selected in the integrative review. Brazil, 2021.

N	Educational practice	Educational conception
1	·Content on slides about HIV/AIDS, covering: concept, transmission and treatment ·Educational video about the experience of elderly people with HIV/AIDS. ·Applied a questionnaire called QHIV3I, before and after the intervention. (9)	Not Critical
2	·Lecture addressed some STIs such as: HIV, Syphilis, Gonorrhea and HPV. It used didactic resources, such as: manual posters and illustrative images. ·Hot potato dynamics: a balloon being passed between the elderly, when the music was interrupted, a question on the subject should be answered. (10)	Not Critical
3	·Introduction: name, age and how old you started dating. ·Division into groups to prepare and deliver a text on what sexuality is. ·Slideshow with representations of prevention and sexuality in old age. ·Video contextualizing sex in old age. ·Dialogue on the subject based on questions that involve the view of the elderly on sex education. (11)	Critical
4	·Informative lecture on HIV/AIDS prevention and diagnosis. (12)	Not Critical
5	·Situational diagnosis raised beliefs such as "elderly people don't need to use condoms", "elderly people don't get AIDS", "condoms are only useful to avoid pregnancy", "those who have AIDS are rejected by society", "AIDS is the same thing as HIV"; ·Construction and validation of a booklet considering such gaps and myths. (13)	Critical
6	·Situational diagnosis raised beliefs such as "elderly people don't need to use condoms", "elderly people don't get AIDS", "condoms are only useful to avoid pregnancy", "those who have AIDS are rejected by society", "AIDS is the same thing as HIV"; ·Construction and validation of a booklet considering such gaps and myths. (14)	Critical
7	·Dialogued expository class, considering the prior knowledge of the elderly about AIDS. ·Questionnaire containing closed questions about AIDS. (15)	Critical
8	·Two Conversation Circles with the themes: 1."Sexually Transmitted Infections and use of male and female condoms"; and 2. Doubts that arose in the first meeting about HPV and Cervical Cancer. (16)	Critical
9	Semi-structured interview containing four open questions about access to preventive information and condom use, guidance on preventive methods and existing doubts. (17)	Critical
10	·Welcoming, screening and evaluation of the Handbook for the Elderly; ·Formation of groups separated by sex. Discussion guided by a banner "Let's talk about sex?", with questions and answers on subjects related to prejudice and taboos, changes that occur in the body, ways to improve sexual performance and definition and prevention of STIs; ·Distribution of male and female condoms and lubricants. (18)	Not Critical
11	Educational Workshops: Tent of Wisdom, Elderly Ball, Conversation Circle, Sexuality Bingo and Human Board; ·Activities: data, photos of apparently healthy people, sensitivity, mirror and answering questions. (19)	Critical
12	·Questionnaire with closed questions regarding the use of condoms, knowledge of AIDS/STD and sexual health. ·Guidelines on preventive methods and clarification of existing doubts. ·Distribution of Ministry of Health booklets on AIDS, hepatitis, as well as female and male condoms. (20)	Critical
13	·Survey of risk situations with the elderly, as well as the reasons that lead people to use (or not) condoms, seeking new alternatives and possibilities. (21)	Critical
14	·Lecture on intimate hygiene practices, based on printed signs containing questions such as: "Is it recommended to use intimate soap daily?"; "Is it good to sleep without panties?"; "is it indicated to use daily sunscreen throughout the day?"; ·Discussion on STIs based on a folder on the main diseases (syphilis, trichomoniasis, herpes and HPV) and the importance of using condoms. (22)	Not Critical
15	·Clinical cases on AIDS, syphilis and vulnerable groups, including the elderly. (23)	Critical
16	·Workshops using resources such as slides, illustrative plates and illustrative notebooks on AIDS and syphilis from the Ministry of Health. Matters related to knowledge, forms of transmission, risk groups, prevention and treatment of Aids and syphilis were discussed, and doubts clarified. (24)	Not Critical
17	·The elderly who declared receiving guidance in consultations reported that this focused on condoms. (25)	Not Critical
18	·Educational workshops, entitled "Tenda da Sabedoria", "Baile dos Idosos" and "Roda de Conversa" addressing the sexuality of the elderly, knowledge about the transmission of diseases and forms of prevention. ·Distribution of educational materials, condoms. ·Referrals and testing for Hepatitis B and C, HIV and Syphilis serology. (26)	Critical

Fonte: dados dos autores, 2021.

at health professionals and broadcasters (A11, A15). It appears that the participating elderly public often already participated in other groups or services in the service, such as consultations (A2, A3, A4, A11, A14, A15), social groups (A14), social assistance (A10 and A18) or specialized in IST (A8, A10, A12, A13 and A14).

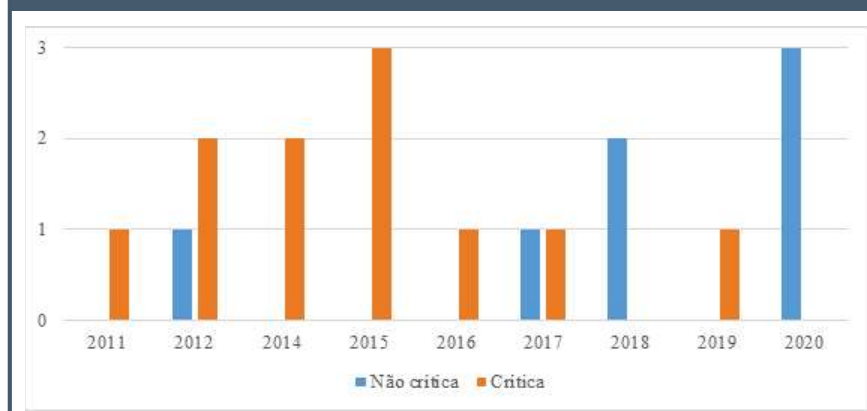
As for the educational conception, the practices can be differentiated between non-critical and critical, it is noteworthy that this determination derived from the interpretation of the authors from the reading of the articles in the light of the reference of Paulo Freire (2019), considering the premises adopted through: addressed content, applied method and the educator x student relationship. Thus, the use of interactive techniques is not necessarily critical, as well as the expository ones are not critical, but the possibility of apprehending a dialogical and emancipatory process of educational practice involving the aforementioned premises.

After reading the articles in full, some were categorized as being of non-critical design (A1, A2, A4, A8, A14, A16, A17), as they addressed previously defined content, in an expository and hierarchical manner. This can be apprehended, mainly through the techniques used, which include: knowledge assessment questionnaire, lecture, lecture.

Other studies demonstrate a critical character (A3, A5, A6, A7, A9, A10, A11, A12, A13, A15, A18) as they sought to apprehend the topic of interest through discussions and horizontally. Such practices are revealed by the report of open meetings for doubts and dialogue and using techniques that favor the participation of those involved, such as scavenger hunts and dynamics. Graph 1 shows a time series of publications according to educational design.

Quanto aos temas abordados, além de tratar o conceito das IST especificamente (A1, A2, A4, A5, A8, A10, A14, A15, A16, A18), alguns trataram de métodos preventivos (A4, A5, A9, A10, A12, A14,

Graph 1: Evolution of publications on educational practices in sexuality with the elderly according to the pedagogical trend between 2010 - 2020. Brazil, 2021



Source: authors' data, 2021.

A16, A17, A18), a sexualidade na terceira idade (A3, A5, A6, A7, A9, A10, A11, A12, A13, A15, A18), câncer de colo do útero (A8) e higiene íntima (A14), denotando-se que todas essas temáticas favorecem a prevenção das IST.

DISCUSSÃO

A partir do processo dessa revisão integrativa apreende-se que é vasto o número de publicações que envolvem os descritores propostos, no entanto quando refinado às publicações atuais do contexto brasileiro, essas se tornam escassas, refletindo uma média de dois artigos por ano. Isso pode ser explicado devido ao fato do principal tipo de publicação que respondeu à pergunta de pesquisa ser o relato de experiência, que geralmente são restritos em quantidade na edição dos periódicos, mas também a falta de outros tipos de estudos qualitativos, participativos e até mesmo quantitativos que analisem essa temática.

Depreende-se como um desafio quando o objetivo principal dos artigos, é analisar o conhecimento dos idosos antes, durante ou após a prática educativa. Isso porque, dessa forma, têm-se as prerrogativas de certo ou errado ou de (in)suficiência de conhecimento. É importante reconhecer que práticas dialógicas vol-

tadas para o mundo dos idosos de forma simples, podem favorecer a participação e o compartilhamento das vivências e saberes⁽⁸⁾.

O tema da sexualidade é permeado de crenças e tabus mesmo em faixas etárias mais jovens, logo é importante combater práticas que reforcem incapacidades dos idosos, pois podem refletir estereótipos relacionados à idade reforçando a discriminação, conhecida como ageísmo, termo criado, em 1969, por Robert Butler, gerontologista norte-americano, que "seria o ato de você criar estereótipos, geralmente negativos, ou discriminar pessoas ou um grupo de pessoas baseados na sua idade"⁽²⁷⁾.

Assim, para evoluir com as práticas educativas voltadas aos idosos, a atenção na formação e educação em saúde voltada aos profissionais é fundamental, pois muitos têm limitações não somente para práticas educativas participativas, vez que se encontram inseridos no modelo biomédico que visa o assistencialismo, mas da própria temática de saúde do idoso, já que em muitas universidades a disciplina gerontogeriatrica não integra o currículo⁽²⁸⁾.

Dentre as ferramentas utilizadas, pode-se perceber que tais práticas educativas utilizam uma diversidade de tecnologias⁽²⁹⁾. Tecnologias leves como

oficinas, dinâmicas, consultas médicas e de enfermagem; Tecnologias leve-duras como panfletos, cartilhas e a caderneta do idoso e Tecnologias duras como teste rápido, camisinha, lubrificante, rádio, projetor de imagens e vídeos. As tecnologias educacionais abordaram aspectos relacionados à assistência e ao autocuidado de idosos, provenientes da construção de um saber técnico-científico resultante de investigações, aplicações de teorias e da experiência cotidiana dos profissionais com os usuários, que visaram facilitar processos de ensino-aprendizagem⁽³⁰⁾.

As concepções pedagógicas interpretadas como críticas e não críticas, à luz de Freire remetem à prática bancária e problematizadora, na qual a bancária implica uma espécie de anestesia, inibindo o poder criador dos educandos, a educação problematizadora, de caráter autenticamente reflexivo, implica um constante ato de desvelamento da realidade⁽⁸⁾. Dessa forma, denota-se a relevância do diálogo, principalmente em relação à população idosa, a qual em sua maioria não teve contato com educação sexual, uma vez que antigamente o debate sobre sexo era feito principalmente com homens, heterossexuais e mulheres não tinham acesso a esse assunto antes do casamento⁽³¹⁾.

Esse debate, muitas vezes, é realizado com os jovens que estão iniciando a vida sexual, nesse contexto a terceira idade é

esquecida. Cabe ressaltar que os focos das práticas educativas nas publicações selecionadas, mesmo as consideradas críticas, ainda refletem uma atenção à saúde heteronormativa. Práticas e políticas em sexualidade dos idosos precisam ser mais abertas e inclusivas à diversidade sexual, para isso é fundamental oportunizar o diálogo⁽³²⁾. É por meio da ação dialógica que se torna possível a percepção biopsicossocial da sexualidade, como um conceito mais amplo que permeia diversas formas de vivências e expressões ao longo da vida⁽³³⁾.

O fato de alguns estudos compartilham que os idosos participantes já eram incluídos em outras atividades da unidade, mostra a importância de ambientes organizados para a construção de saberes coletivos. O ambiente acolhedor, receptivo e que proporciona interação social é um facilitador para o desenvolvimento de práticas educativas com idosos⁽³⁴⁾.

Os diferentes saberes, percepções e contribuições advindos de uma prática educativa colaborativa, em que todos os indivíduos e seus conhecimentos são valorizados e compartilhados por meio do diálogo, permitem a construção de conhecimento a partir de vivências e análise crítica sobre seus próprios processos/concepções. A criticidade de suas próprias vivências e de outros seres, em comunhão, é fator que potencializa o re-

pensar a prática e integrar o aprendido no seu cotidiano⁽⁸⁾.

CONCLUSION

Educational practices aimed at preventing sexually transmitted diseases are diverse and effective in the fight against STIs, analyzed as relevant and necessary for the fight, since the elderly public is left aside in the issue of sex education related to STIs. The professionals who elaborate them focus on the elderly, with accessible content and easy language for the listeners to understand.

Thus, in the progressive vision of education, the educator has a more humanist role, in which the main commitment is with reality, aiming at mediated transformation with men. Often, such practices do not intend to go out of the ordinary, still treating sexuality as a taboo, especially when related to old age. Therefore, it is concluded that the educational practices presented in this integrative review address the sexual health of the elderly in a succinct and didactic way, focusing on concepts, prevention, diagnosis and treatment of STIs, but little diverse and comprehensive in relation to the possibilities of sexual experiences related to the female audience and sexual orientation.

REFERENCES

1. IBGE. Fundação Instituto Brasileiro de Geografia e Estatística. Projeção da População do Brasil por sexo e idade para o período de 1980-2050 – revisão 2008. Brasília: Fundação Instituto Brasileiro de Geografia e Estatística (IBGE). [Internet] Disponível em: <<https://biblioteca.ibge.gov.br/visualizacao/livros/liv41229.pdf>>.
2. Ribeiro JMF. Uma abordagem sobre a sexualidade na terceira idade. 2010. Trabalho de Conclusão de Curso. [sn]. [Internet]. Disponível em: https://bdigital.ufp.pt/bitstream/10284/2516/1/T_16753.pdf
3. Ministério Da Saúde. Infecções Sexualmente Transmissíveis (IST): o que são, quais são e como prevenir - revisão 2021. Ministério da Saúde. [Internet] Disponível em: <http://antigo.saude.gov.br/saude-de-a-z/infecoes-sexualmente-transmissiveis-ist>
4. Ministério Da Saúde. Departamento de Condições Crônicas e Infecções Sexualmente Transmissíveis-Boletim Epidemiológico HIV/ Aids 2020- revisão 2020. Ministério da Saúde. [Internet] Disponível em: <http://www.aids.gov.br/pt-br/pub/2020/boletim-epidemiologico-hiv-aids-2020>
5. Bortolozzi AC, Netto T de CR. Saúde sexual e envelhecimento: revisão da literatura e apontamentos para a Educação Sexual. Rev. Ibe. Est. Ed. [Internet]. 2020;15(4):2699-712. Disponível em: <https://periodicos.fclar.unesp.br/iberoamericana/article/view/14516>
6. Mendes KDS, Silveira RCCP, Galvão CM. Revisão integrativa: método de pesquisa para a incorporação de evidências na saúde e na enfermagem. Texto contexto - enferm. 2008;17(4): 758-764. Disponível em: <https://www.scielo.br/j/tce/a/XzFkq6tjWs4wHNqNjKlKXQ/abstract/?lang=pt>
7. Cardoso V, Trevisan I, Cicolella, DA, Waterkemper R. Systematic Review Of Mixed Methods: Method Of Research For The Incorporation Of Evidence In Nursing. Texto & Contexto - Enfermagem [online]. 2019;28.

Doi: <https://doi.org/10.1590/1980-265X-TCE-2017-0279>.

8. Freire P. *Pedagogia do Oprimido*. 71ª ed. Rio de Janeiro: Paz & Terra; 2019. [Internet] <https://pubmed.com.br/hiv-em-idosos-maior-numero-de-casos-mostra-necessidade-de-prevencao/>

9. Araujo SJW, Bragagnollo RG, Nascimento CK, Clodis, CAAR, Tavares EM, Monteiro ML M; Intervenção Educativa Com Idosos Sobre Hiv/Aids: Um Estudo Quase Experimental. *Revista Texto e Contexto*. 2020. [Internet] Disponível em: <https://www.scielo.br/j/tce/a/8kZW3q7zdBN54NzZ5gtVnhk/abstract/?lang=pt>

10. Amaral PSA, Maia MB, Pinheiro NG, Mendes PN. Ação Educativa Sobre Infecção Sexualmente Transmissível para idosos na estratégia saúde da família: relato de experiências. Editora Realize, 2020. [Internet] Disponível em: <https://www.editorarealize.com.br/index.php/artigo/visualizar/34330>

11. Almeida, JP. A educação sexual do idoso em Serra do Mel: medidas de prevenção para infecções sexualmente transmissíveis. Repositório Ufersa, 2019. [Internet] Disponível em: https://repositorio.ufersa.edu.br/bitstream/prefix/3320/2/MillaVA_MONO.pdf

12. Cruz ACF, Siqueira EM, Moreira, Germairy AR, Alves IES, Lage KA, Silva ML, Souza, LP. Educação Popular Em Saúde Para Prevenção Das Infecções Sexualmente Transmissíveis Em Idosos. *Brazilian Journals*, 2018. [Internet] Disponível em: <https://brazilianjournals.com/ojs/index.php/BJHR/article/view/46670>

13. Cordeiro IL, Lopes OT, Lira AEL, Feitoza SMS, Bessa PEM, Pereira DLM, Feizota RA, Souza RA; Validação de cartilha educativa para prevenção de HIV/Aids em idosos. *Revista Brasileira de Enfermagem*, 2017. [Internet] Disponível em: <https://www.scielo.br/j/reben/a/fjLDx9YmzGxRSncBrt9VjY/?lang=pt>

14. Barreto RKD, Meneses PBD, Silva CJ, Silva CJW, Barbosa ST; Cunha MN. *Trabalhando Sexualidade Com Um Grupo De Idosos*. Editora Realize, 2015. [Internet] Disponível em: <https://editorarealize.com.br/artigo/visualizar/12830>

15. Isoldi DMR, Cabral AMF, Simpson CA. Ação educativa com idosos em situação de vulnerabilidade. DOI: 10.15253/2175-6783.2014000600016

16. Manso MEG. Sexualidade da Pessoa Idosa: mitos e desafios. *Revista Longevidade*. 2021(8). [Internet] Disponível em: <https://revistalongevidade.com.br/index.php/revistaportal/article/view/880/940>

17. Laroque MF et al. Sexualidade do idoso: comportamento para prevenção de DST/AIDS. *Revista Gaúcha de Enfermagem*. 2011;32:774-780. Disponível em: <https://www.scielo.br/j/rngen/a/bnWV868YV6pXVhGFSdh7Lmg/abstract/?lang=pt>

18. de Lima IC, Fernandes SL, Miranda GR, Guerra H, Oliveira Loreto R. Sexualidade na terceira idade e educação em saúde: um relato de experiência. *Revista de Saúde Pública do Paraná* [Internet]. 2020 3(1). Disponível em: <http://revista.escoladesaude.pr.gov.br/index.php/rssp/article/view/340>

19. Instituto Paulista De Geriatria E Gerontologia- Manual De Oficinas Educativas Sobre Sexualidade E Prevenção De Dst/Aids Nidoso- Secretaria de Saúde, 2016. [Internet] Disponível em: <https://www.saude.sp.gov.br/instituto-paulista-de-geriatria-e-gerontologia-ipgg-jose-ermirio-de-moraes/homepage/em-destaque/ipgg-lanca-manual-de-oficinas-educativas-sobre-sexualidade-e-prevencao-de-dst-ids-no-idoso>

20. Burigo GF, Fachini, IH, Garetti B, Streicher, CCI, Santaella RR. *Cuidarte, Enferm*, 2015.; 9(2): 148-153. Disponível em: <https://pesquisa.bvsalud.org/portal/resource/pt/bde-27676>

21. Zambenedetti G. Sala de Espera como Estratégia de Educação em Saúde no Campo da Atenção às Doenças Sexualmente Transmissíveis. *Saúde e Sociedade* [Internet]. 2012;21(4):1075-1086. [Internet] Di-

sponível em: <https://www.scielo.br/j/sausoc/a/RDSpnrLqgy77HxzQzVVcQks/abstract/?lang=pt>

22. Santos FLS, Silva GMJ, Fonteles FMM. Educação Em Saúde Sobre Higiene Íntima da Mulher e Infecções Sexualmente Transmissíveis: Relato De Experiência. *Revista Expressão Católica Saúde*, 2017;2(2). Disponível em: <http://publicacoesacademicas.unicatolicaquixada.edu.br/index.php/recsaude/article/view/2133/0>

24. Oliveira CLM. Vozes em sintonia: Educação Popular sobre DST via rádio comunitária. *Revista Interface*, 2014. <https://doi.org/10.1590/1807-57622013.0567>

25. Bastos ML, Toelntino SMJ, Frota AO, Tomaz CW, Filho SLM, Batista BCA, Teixeira MKA, Barbosa BCF. Avaliação do nível de conhecimento em relação à Aids e sífilis por idosos do interior cearense. *Ciênc. saúde colet*. 2018;23(8). Disponível em: <https://www.scielo.br/j/csc/a/CVfhws76gFfSyThy6hdTqS/abstract/?lang=pt#:~:text=Dentre%20os%20investigados%2C%2096%2C4,oficinas%20os%20C3%ADndices%20alteraram%20positivamente.>

26. Cezar KA, Aires M, Paz AA. Prevenção de doenças sexualmente transmissíveis na visão de idosos de uma Estratégia da Saúde da Família. *Revista Brasileira de Enfermagem*, 2012. 65 (5). [Internet] Disponível em: <https://www.scielo.br/j/rvR5pB36W-FRgVG6PHCvZ4mr/?lang=pt#:~:text=As%20pessoas%20idosas%20t%C3%AAm%20conhecimento,teve%20o%20enfoco%20no%20preservativo.>

27. Afonso VLM, Adduci FNPV, Oliveira ZAC de, Machado E da SG, Ferreira A, Notari ES, Nascimento RG do, Pelegrino PS. Estruturando o trabalho de prevenção de Infecções Sexualmente Transmissíveis (IST) em idosos: oficinas educativas. *Rev Epidemiol Control Infect* [Internet]. 4º de outubro de 2015.5(4):206-8. [Internet] Disponível em: <https://online.unisc.br/seer/index.php/epidemiologia/article/view/6092>

28. DOREA, E. Envelhecimento ainda é visto com medo e preconceito. *Jornal da USP*, 2019. [Internet] Disponível em: <https://jornal.usp.br/atualidades/envelhecimento-ainda-e-visto-com-medo-e-preconceito/>

29. Moreira WC, Carvalho RBA, Lago CE, Amorim MFC, Alencar CD, Almeida LPAC. Formação de estudantes de Enfermagem para atenção integral ao idoso. *Revista Brasileira de Geriatria e Gerontologia*. 2021(4). [Internet] Disponível em: <https://www.scielo.br/j/rbgg/a/cW65sZMcXyXjrM4PXFQKHGS/?format=html&lang=pt#>

30. Merhy EE. *Saúde: a cartografia do trabalho vivo*. São Paulo: Hucitec, 2002.

31. Lima AMC, Piagge CSLD, Silva LO, Robazzi MLCC, Vasconcelos CBMSC. Tecnologias educacionais na promoção da saúde do idoso. *Revista Cofen*. 2020;11(4). Doi: <http://revista.cofen.gov.br/index.php/enfermagem/article/view/3277>

32. Leitão SCB. *Sexualidade e intimidade de pessoas mais velhas em ERPI: "Essas Coisas Acabaram"*. 2017. Dissertação de Mestrado. [Internet] Disponível em: http://repositorio.ipv.pt/bitstream/20.500.11960/1878/1/Susana_Leitao.pdf

33. Lecompte M, Ducharme J, Beauchamp J, Couture M. Inclusive Practices toward LGBT Older Adults in Healthcare and Social Services: A Scoping Review of Quantitative and Qualitative Evidence. *Clin Gerontol*. 2021 May-Jun;44(3):210-221. doi: 10.1080/07317115.2020.1862946. Epub 2020 Dec 27. PMID: 33357121. [Internet] Disponível em: <https://pubmed.ncbi.nlm.nih.gov/33357121/>

34. Rodrigues MRDM, Sescon NI, Harumi HI, Heidemann ITSB, Denardi ABV. Desvelamento Crítico Em Sexualidade Desenvolvido Com Idosas Como Dispositivo De Avaliação Educativa Dialógica. *Rev. baiana enferm*. [Internet]. 2º de abril de 2019; 33. Disponível em: <https://periodicos.ufba.br/index.php/enfermagem/article/view/27754>