EDUCATIONAL TECHNOLOGY FOR THE CARE NETWORK TO WOMEN IN SITUATION OF VIOLENCE: VALIDATION STUDY

TECNOLOGIA EDUCATIVA PARA REDE DE ATENDIMENTO ÀS MULHERES EM SITUAÇÃO DE VIOLÊNCIA: ESTUDO DE VALIDAÇÃO

TECNOLOGÍA EDUCATIVA PARA LA RED DE ATENCIÓN A LAS MUJERES EN SITUACIÓN DE VIOLENCIA: ESTUDIO DE VALIDACIÓN

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Objective: to validate the content of an educational technology on the service network for women in situations of violence in the city of Feira de Santana-BA. Method: methodological study that followed the steps of bibliographic survey, preparation of the booklet and validation of the material. The data analysis considered the content validity index above 0.80. Results: the booklet was evaluated positively, composed of the parties on the types of violence and the path to be followed in the support network; for the objective of the educational material, the CVI was 0.33; structure and presentation 0.66, with a lower CVI of 0.25 for relevance, being appropriate according to suggestions of the judges. The target audience's agreement rate on educational technology was 100%, except for appearance and motivation category, which was 75%. Final thoughts: the validated educational technology is feasible and understandable, helping in the confrontation and overcoming of violence against women.

Descriptors: Educational technology. Validation. Violence. Women. Support network.

Objetivo: validar o conteúdo de uma tecnologia educativa sobre a rede de atendimento às mulheres em situação de violência do município de Feira de Santana-BA. Método: estudo metodológico que seguiu as etapas de levantamento bibliográfico, elaboração da cartilha e validação do material. A análise de dados considerou o índice de validade de conteúdo acima de 0,80. Resultados: a cartilha foi avaliada de forma positiva, constituída das partes sobre os tipos de violência e o caminho a ser percorrido na rede de apoio, para o objetivo do material educativo o ICV foi 0,33; estrutura e apresentação 0,66, com menor IVC de 0,25 para relevância, sendo adequados de acordo sugestões dos juízes. A taxa de concordância do público-alvo sobre a tecnologia educativa foi de 100%, exceto para categoria aparência e motivação que foi 75%. Considerações finais: a tecnologia educativa validada é viável e compreensível, auxiliando no enfrentamento e superação da violência contra mulher.

Descritores: Tecnologia educativa. Validação. Violência. Mulher. Rede de apoio.

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Objetivo: validar el contenido de una tecnología educativa sobre la red de atención a mujeres en situación de violencia del municipio de Feira de Santana-BA. Método: estudio metodológico que siguió las etapas de levantamiento bibliográfico, elaboración del folleto y validación del material. El análisis de datos consideró el índice de validez de contenido por encima de 0,80. Resultados: el folleto fue evaluado de forma positiva, constituido por las partes sobre los tipos de violencia y el camino a recorrer en la red de apoyo, para el objetivo del material educativo el ICV fue 0,33; estructura y presentación 0,66, con menor IVC de 0,25 para relevancia, siendo adecuados de acuerdo sugerencias de los jueces. La tasa de acuerdo del público objetivo sobre la tecnología educativa fue del 100%, excepto para la categoría apariencia y motivación que fue del 75%. Consideraciones finales: la tecnología educativa validada es viable y comprensible, ayudando a enfrentar y superar la violencia contra las mujeres.

Descriptores: Tecnología educativa. Validación. Violencia. Mujer. Red de apoyo.

Introduction

Violence against women is a social, historical and cultural gender problem, and a serious public health problem[1]. The data on violence against women are worrying, being highlighted as the main cause of mortality among women of reproductive age, killing more than several health conditions[2].

Among the types of violence that occurs in the family environment, domestic violence against women can be perpetrated several times, a factor that has driven the creation of public policies for early detection of cases of violence, in order to strengthen concrete actions for the protection of women in combating the various forms of violence, and in the protection and prevention of future health problems.

The reduction of this violence has become a priority agenda of the Brazilian society, emphasizing the need to identify, embrace and guide women on violence, seeking to strengthen the Maria da Penha law, the National Policy for Women's Integral Health Care, the National Pact to Cope with Violence against Women and the Network to Cope with Violence against Women, efforts of the Ministry of Health, highlighting how care should occur to women victims of domestic violence[3,4].

Violence against women has a direct impact on emergency health services and basic care, affecting the physical, emotional, psychological state of this woman and disrupting her family environment. In view of all the facts related to violence and strategies for coping with and reducing the harm caused to these women victims of domestic violence, the lack of adequate guidance from the listening to women in situations of violence of the social protection network stands out, for this reason, the fragility of assertive information about the support network weakens the prevention measures against violence, compromising the fight against the advancement of violence against women[5].

Articulating services and programs to prevent violence against women is an essential task for the promotion and prevention of new occurrences of violence, interrupting its cycle and pervading several areas, such as health, education, public security, social assistance and culture[6]. Thus, there is a need for a valid guidance instrument to guide these women who suffer from the most diverse aggressions, requiring qualified embracement and dignified treatment in a moment of fragility and vulnerability.

This research aimed to validate the content of an educational technology on the care network for women in situations of violence in a municipality in the interior of Bahia, contributing to the strengthening of support networks, as well as the dissemination of social and health services in the municipality.

Method

This is a descriptive study, of the methodological type, guided by the SQUIRE 2.0 instrument of the EQUATOR network to guide the methodological process carried out in the following stages: 1) conceptual review of the publications available on the educational technologies subject; 2) evaluation

by expert judges with extensive expertise in the area; 3) evaluation by the target audience, being a group of women victims of domestic violence.

In the first stage, a conceptual literature review was carried out with the objective of making possible the capacity for synthesis of scientific knowledge on the chosen theme and gaps in knowledge. Such identification during the theoretical review phase allowed the elaboration of the educational instrument with textual contents and images. Subsequently, the content was validated by experts, composed of a group of 11 judges with knowledge about the phenomenon of violence against women, who were included progressively from the indication of the first expert in the research. There were no refusals from the judges and all the guests agreed to participate in the survey. The inclusion criteria were: to be professionals of the service network that provide care to women in situation of violence in the city, of both genders, training time and experience of 2 years or more, preferably acting in the coordination of the service and/or assistance, or in teaching activities and research group[7].

The experts evaluated the comprehensiveness, relevance, clarity and representativeness of the material. The overall and individual assessment instrument of the guide was composed of 20 questions, divided into three blocks: 1) questions concerning the objectives of educational technology; 2) questions regarding the structure; 3) the relevance and aspects that evaluate the significance of the material presented[7].

The judges' evaluation was performed by an instrument with a Likert scale, considering score 1 – 2 as low evaluation (1= disagree, 2= partially disagree) and score 3 – 4 considered good evaluation (3=agree, but still needs a little review and 4= totally agree). When choosing the scores 1 and 2, the expert was asked to make suggestions to improve the content or if it should be deleted. Scores 3 and 4 were considered positive, indicating good content quality; those above 0.78 were considered adequate CVI as recommended by the authors for

studies with six or more specialists[8-10]. Therefore, percentages of agreement below 0.78% had their contents reevaluated by the researchers taking into account the suggestions of the committee of judges. The experts also used a 4-point scale that indicated the degree of adequacy with the quality of the item: 1 = Totally Inadequate (TI), 2 = With Inadequacies (WI), 3 = Adequate (AA), 4 = Very Adequate (VA).

The validation with the target audience involved 08 adult women in situations of violence, assisted between 06 months and 02 years at the Reference Center, who agreed to participate and sign the Register of Informed Consent (RIC). A questionnaire divided into two blocks was made available to women in the population. The first block collected sociodemographic data, such as age, race, schooling, religion, marital status, occupation, number of children. The second block was constituted of questions for evaluation of the guide, with information regarding the content and appearance of the guide in order to verify if the language was clear, objective and coherent, causing motivation and/or interest. The participants of the target population were instructed to make recommendations regarding both the content and the appearance of the instrument, as well as the association between textual content and graphic representation.

The study was approved by the Research Ethics Committee of the State University of Feira de Santana-BA, under the Opinion n. 5.283.327 and met all ethical precepts for research involving human beings.

Results

The instrument was evaluated by 11 expert judges from different fields of activity: law, social, health and safety. The tables show the agreement of the judges according to each category analyzed.

Chart 1 - Judges' agreement with the Guide for Women in Situations of Violence

	Item	**CVI**	**n (%)**
Objective	1.1 Is the topic of where to seek assistance clear and relevant for women victims of violence who need to access support network services?	0.66	5 (45.45%)
	1.2 Is the information regarding the services offered within each body clear and relevant?	0.33	2 (18.18%)
	1.3 Is the information regarding the address and telephone number of each service in the network clear and relevant?	1.00	4 (36.36%)
Structure and presentation	2.1 Is the educational material appropriate for guiding women who are victims of violence?	0.66	2 (18.18%)
	2.2 Is the information presented in a clear and objective manner?	1.00	4 (36.36%)
	2.3 Is the information presented scientifically correct?	0.91	4 (36.36%)
	2.4 Is there a logical sequence to the content presented?	0.83	1 (9.09%)
Applicability	3.1 Do the themes covered in each topic portray key aspects of violence against women?	0.50	3 (27.27%)
	3.2 Does the material enable women to learn about how the support network for women victims of violence is structured?	0.25	1 (9.09%)
	3.3 Does the material address what the itinerary of women victims of violence within the support network should be like?	0.75	1 (9.09%)
	3.4 Can the material be used by both women and professionals in the support network?	1.00	6 (54.54%)

N= n. of judges; %: Level of agreement

CVI: Content Validity Index.

Source: Created by the authors.

As for the evaluation of objectives, for 07 of the 11 judges, the objective topic, about where to seek care and information regarding the services offered within each body do not present clear, understandable and appropriate language for women victims of violence who need to access the services of the support network. Therefore, they suggested reducing repeated information, making the proposal of the guide more clear and including the types of information on which it is intended, including the insertion of article 7 of the Maria da Penha law, which describes the types of violence, physical, psychological, patrimonial, sexual and moral, in order to differentiate the types of violence. As for the individual evaluation, in the topic structure and presentation, in the clarity question, it was found that only one item reached CVI of 1.

Chart 2 - Items of the Guidance Guide for Women Victims of Violence that obtained a CVI (Content Validity Index) lower than 0.78 regarding clarity in the individual assessment of the judges

	ITEM	CVI	Judges' Comments and Suggestions
	Is the topic of where to seek care clear and relevant for women victims of violence who need to access support network services?	0.66	The path to be followed by the victim should be made clearer and fewer bodies such as the guardianship council should be highlighted.
	Is the information regarding the services offered within each body clear and relevant?	0.33	Better define what each body does, how it operates and not just the definition.

CVI: Content Validity Index.

Source: Created by the authors.

From the perspective of general organization, shown in chart 1, on the topic Structure and presentation, presentation strategy, coherence and format of the Guide, the degree of agreement of the judges was more than 80%, showing that the educational material is appropriate for orientation of women victims of violence, presenting scientifically correct information and adequate to the sociocultural level of the target audience proposed. In this topic, block 2, two items obtained a score higher than 0.78 in this evaluation.

For these judges, there is a logical sequence of the proposed content and the information is well structured in agreement and spelling, as well as the font size of titles and topics is adequate, but suggest a smaller amount of pages, and change of two illustrations in order to correlate with the content addressed in the instrument.

Two items were adjusted, inserting an illustration about the cycle of violence, and the flow chart of the network for women victims of violence was reformulated according to the information collected with the experts: "Organization of the organizational chart and information regarding some bodies - the organizational chart should have more equipment from the network to cope with violence, Public Defender, Public Prosecutor".

Chart 3 - Items of the Guidance Guide for Women Victims of Violence that obtained a CVI lower than 0.78 regarding relevance, judges' assessment

	ITEM	CVI	Judges' Comments and Suggestions
	Do the themes covered in each topic portray key aspects of violence against women?	0.50	Make the 5 types of violence more didactic, talk about the department of policies for women.
	Does the material enable women to learn about how the support network for women victims of violence is structured?	0.47	The booklet should provide more guidance to the public regarding the network to cope with violence against women. The municipality of Feira has only one DEAM, but victims can report at any unit. The shelter is regional, with a unit in FSA, assisting women from all over the state.

CVI: Content Validity Index.

Source: Created by the authors.

As for the relevance analysis, 54% of judges assessed the practical importance of the Guide (CVI = 1) as satisfactory, since the topics covered in each topic depict the key aspects of violence against women, enabling women to know how the support network is structured and how the route should be, that is, paths to be traveled by the victim within this support network. When

evaluating this criterion of relevance, the experts pointed out that the model, infographic, was presented in a linear way, being able to access all locations at the same time.

The evaluation of the guide by the target population was unanimous in considering the guide as representative and relevant to the context of the support network for women victims of violence. The women who evaluated the guide did not demonstrate problems in interpretation, and considered as easy to understand, with all marking its representativeness and relevance as good or very good.

Only two of the women interviewed in the target audience disagreed with the educational material evaluated in relation to the category appearance and motivation, highlighting little motivation to read the material, and did not express suggestions for adequacy. Another interviewee opined about the category appearance, scored NO for the number of pages or sections seems organized, and suggested reducing repeated information.

After the analysis of the evaluation of the experts and the target audience, changes, insertions and exclusions were necessary for the educational technology on violence against women to be validated.

The concept of educational technology, its proposal and what types of information it contained were rewritten in a more pertinent, clear, understandable way, emphasizing its level of importance. Some data of the guide were adapted by suggestion of the judges, to keep a simpler and clearer language, as well as updating the information of one of the support centers that became *Casa Abrigo* in the regional context.

The nomenclature "Court of Justice for Peace" was replaced by the term "Court of Domestic Violence against Women". Regarding the relevance of the guide, among the criteria established in the selection of experts, there was the insertion of article 7 of the Maria da Penha law to define, describe and differentiate the types of violence.

The suggestions of the judges emphasized that, in educational practice, the use of figures is very relevant, since it contributes to the understanding of the target audience regardless of their schooling, besides making the educational material more attractive. Thus, an illustration on the cycle of violence was added and the flow chart for women victims of violence was reformulated according to information collected from experts. From the organization of the graphic elements, a harmony between verbal and non-verbal elements was obtained, providing the reader visual comfort, so that the union of these resources leads to reading and produce understanding in a clearer and more dynamic way.

After the experts' assessment of the information, it was inserted in all the bodies of the network what each service is, what it does, who can seek it and its location within the section itself that brings the service. The service dial 156 was inserted, channel of citizen's service, and dial 190, call center of military police, which are part of the network and did not appear in the Guide. Thus, the information of the guardianship council was synthesized and the main contacts and addresses were emphasized.

In relation to the Psychosocial Care Center (CAPS - *Centro de atendimento psicossocial*), the Specialized Reference Center for Social Assistance (CREAS - *Centro de Referência Especializado de Assistência Social*) and the Reference Center for Social Assistance (CRAS - *Centro de referência de assistência social*), unnecessary illustrations were removed, such as the building, remaining key information about the service and most important contact, reducing unnecessary pages.

Discussion

The evaluation of educational technology by expert judges and by the target audience demonstrated that technology is a support tool in combating violence against women.

When proposing the development of educational technologies, the intended audience is evaluated, since peculiarities must be respected so that there is their continuous application in practice[12]. Regarding educational technology, the expert judges and the target audience concluded that it can be used by both the target audience and

professionals of the support network, highlighting the importance of language used in educational materials to be clear and understandable, presenting practical relevance.

Educational materials in the context of violence against women are a tool of singular relevance, with data from assertive guidelines, validated by a group of experts: professionals in the area and women users of services; educational technology can reach a large part of the population, with safety, clarity and importance in breaking the cycle of violence.

The importance of the language used in educational materials is highlighted, so that they are clear and understandable by the target audience, and can present practical relevance. Study conducted in Swedish hospitals to characterize educational materials provided to colorectal cancer patients identified that 29% of the materials had difficult language for the target audience[13].

Study of the development of an educational technology about violence against women was validated with a global agreement score of 87.9% by content and technical experts, using the global CVI was 0.92. After the contributions of experts who analyzed educational technology, some adjustments were deemed necessary so that it could be used with the female public, with the primary objective of alerting about violence against women. After the adjustments, the validation process was finalized based on the contributions of the target audience[14]. Many women do not know where to find care, and this material, since it has already been evaluated by the people involved in the care and by the women victims, is well-founded.

Educational materials evaluated by content instruments in the health area should aim at facilitating the work of health professionals for guidance and education of patients and families[15]. Study conducted in a university polyclinic, involving doctors, nurses and interns, with the aim of validating an Italian version of the questionnaire produced by the World Health Organization on violence at work, also obtained satisfactory results, good reliability and internal consistency, showing to be a useful tool in the evaluation

and prevention of violence occurrence in the work environment[16].

The validation by experts of the educational booklet for prevention of metabolic syndrome in adolescents obtained an average agreement of 91.7%, which reached higher indices related to the cut-off point employed, being classified as adequate[17]. Analyzing the information collected, similar data on validation of educational technologies with substantial statistical indexes were observed in the validation of the content of the booklet intended for the prevention of childhood diarrhea, which obtained 88.7% of the content experts and 90.1% of the technical experts[18].

Other methodological studies also analyzed its materials with sufficiently adequate indexes: the construction and validation of Health Educational Content Validation Instrument (HECVI) showed a percentage of agreement among experts greater than 80% in all evaluated criteria, showing good reliability and being able to contribute to the practice of researchers and professionals from health areas in the elaboration of educational content[19]. The results of the validation of an educational technology on vulnerability to sexual abuse for girls with intellectual disabilities were highlighted by the high overall agreement among judges, since all items and domains evaluated, objectives, structure and appearance, relevance, obtained CVI greater than 0.95[20].

The growing technological evolution with support in society's needs expresses new possibilities of using these materials in health care and teaching practices. Studies have analyzed that, in approximately a decade (2003 to 2012), nursing has taken over several educational technologies to care for the patient, with the most used resources being the booklets and software. The results of a study validating educational guide content to support family members and caregivers of elderly people with Alzheimer's showed that, in most cases, the knowledge and information of caregivers about the disease was acquired through information provided by the media, which ended up generating a type of erroneous assistance[21].

Moreover, in the case of this study, 65% of the caregivers reported not having received any kind of guidance from the health team about the necessary care and/or about the disease, and only 50% of the Alzheimer's disease patients received assistance from some type of health team professional in the home environment. It is important to inform that the built guide had the pretension of helping mainly family and informal caregivers, by bringing a colloquial language and an interactive dialogue with the reader, in order to make the reading easier and use more self-explanatory illustrations[21].

A study conducted with mothers in the city of São Paulo showed that the use of educational technologies offers a good understanding of breastfeeding by mothers, resulting in the reduction of difficulties in breastfeeding of mothers who used care technologies[22]. Similar studies reinforce the use of technologies as a resource for health education and improved care and support for breastfeeding. This method contributes to the increase in rates of adherence and maintenance of breastfeeding, making the needs of the mother and child binomial important for care[23].

Therefore, it is possible to observe the relevance of the validation of educational technologies for the support of professionals during health education, as well as the use of this resource as a tool that allows easy understanding of the public-target for their greater autonomy in problem solving.

Violence against women is one of the themes that most concerns the analyses on the female and has been the object of more studies and government programs. Among the strategies, it is considered that access to information is one of the fundamental actions to combat this type of violence. In this context, technologies are created as a creative and attractive way of disseminating information and educational technologies, such as a strategy to meet the information needs, have been recognized as an important tool for the embracement and guidance of women in situations of violence, guiding on the rights of victims, prevention and care measures and services available in the various state structures[24].

This study, therefore, may contribute to the practice of researchers and health professionals in the elaboration of contents present in educational materials and presented as a valid educational technology in conducting discussions on the problem of violence against women, which allows women to take ownership of the information presented in order to combat violence in their daily lives, since misinformation is one of the main factors that prevent them from facing this reality in a stronger and assertive way. In addition to contributing to Nursing in coping with violence against women, as well as in the care directed to victims.

The limitations of this study concern the difficulty in finding current articles on the subject, as well as other educational materials addressing the phenomenon. Furthermore, the recruitment of individuals from the target audience faced difficulties due to the difficulty of women exposing and identifying themselves as victims of violence. Finally, the way of choosing participants by convenience should be considered, although this did not prevent the achievement of the study objective.

Conclusion

This study aimed to validate the content of an educational technology on the care network for women in situations of violence in a municipality in the interior of Bahia. Thus, the contributions of expert judges and women, target audience of this research, allowed the improvement of the booklet and the proof of the need for this type of educational technology, detected by the weaknesses of information that women had about the existing support network, as well as it was possible to establish an information supply for professionals who have timid information about services and their access ways.

This research brings as innovative to the scientific community, as well as to the target population, an educational technology with relevant information of points and forms of care for women victims of violence, where they can find care, targeted with real information based

on the Maria da Penha Law, in which every service network can offer due protection to them at this time, in the municipality of development of the booklet.

The evaluation of content by judges and target audience classified the educational technology as appropriate in relation to language clarity, practical relevance and theoretical relevance, contributing to the construction of a more reliable instrument. It is considered, therefore, that the instrument has been able to meet the purposes for which it was developed, being able to guide the construction of health educational content in various formats. Thus, this technological instrument is relevant to the purpose it is intended.

It is expected that the application of the validated instrument will contribute to health practice and research, as it allows the implementation of effective actions in combating violence against women.

Collaborations:

1 – conception and planning of the project: Evilene de Almeida do Carmo;

2 – analysis and interpretation of data: Kátia Santana Freitas;

3 – writing and/or critical review: Evilene de Almeida do Carmo; Rosely Cabral de Carvalho and Kátia Santana Freitas;

4 – approval of the final version: Rosely Cabral de Carvalho and Kátia Santana Freitas.

Competing interests

There are no competing interests.

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