

Title of Paper: MEANINGS OF EDUCATIONAL FOR CHILDREN/ADOLESCENTS WITH CHRONIC RENAL FAILURE ON HEMODIALYSIS WITH EXPERIENCE.

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Abstract: Please type in Times New Roman 11 point font

This research deals with the children's and adolescents' education on hemodialysis which in turn, live most of their time in terms of health care and the maintenance of life, being deprived of their full cognitive, socio-affective and emotional development. Hemodialysis is a renal replacement therapy after diagnosis of chronic renal failure (CRF) in a more advanced stage. The objective was to investigate the meanings of the children's and adolescents' educational process with Chronic Renal Failure who perform Hemodialysis treatment at a public hospital in the city of Salvador-BA-BRAZIL. The theoretical and methodological framework that guides this research lies in the field of phenomenology from a socio-anthropological approach to the realization of possible readings of the phenomenon under study. It was developed using fieldwork observations and interviews with fourteen participants, seven of them were patients (three boys and four girls) of pediatric nephrology service of a public hospital in Salvador - BA and their seven accompanying mothers. From there, it was possible to organize the empirical material to perform the analysis and so, describe and discuss issues related to these children's and adolescents' education in living with the disease and hemodialysis. This study enabled to view the experiences learned, the consequences of the disease and its treatment on issues involving disruptions in the lives of these people, the adoption of new life-styles, care, changes in the body itself, the fear of death, suffering, hopes and expectations involving in their journeys and what these people mean to the educational process. As a result, it was found that for these people, the education in the context of CRF and hemodialysis requires adaptation to the reality of how it presents itself, either in regular schools or in the hospital class, it is not possible to speak of these people's education without prior noticing the weight marked by illness in their lives and the difficulties and opportunities found in their paths carried with emotions in their care, deprivation and rearrangements which are sometimes necessary in unexpected of its existential trajectories. Understanding the children's and adolescents' needs with chronic kidney disease to thereafter ensure full assistance in health and education and the process of inclusion, it becomes important in the journey of all actions involving them.

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