PLAYFUL INTERVENTION IN THE TEACHING OF PARASITIC DISEASES: A UNIQUE HEALTH APPROACH

ELLEN NOGUEIRA DA MATA[1], CALIENE MELO DE ANDRADE SILVA[2], JAIRO TORRES MAGALHÃES JUNIOR[1]

[1]FEDERAL UNIVERSITY OF WESTERN BAHIA, BAHIA, BRAZIL, [2]FEDERAL UNIVERSITY OF BAHIA, BAHIA, BRAZIL

One Health recognizes the interdependence between human, animal, and environmental health in controlling zoonotic and vector-borne parasitic diseases. However, the assimilation of these concepts may be limited by traditional approaches, which do not always promote an integrated and practical understanding. Interactive methods are effective in stimulating engagement and facilitating learning. This study evaluated the impact of an educational intervention using playful strategies to consolidate knowledge about One Health and parasitic and vector-borne diseases among first-year Veterinary Medicine students. Knowledge was assessed before and after the intervention through a structured questionnaire covering zoonoses, transmission, prevention, and control of diseases such as Schistosomiasis, Chagas Disease, and Leishmaniasis. The study was approved by the Ethics Committee (CEP/UFOB), approval number 6.033.386. Statistical analysis was performed using McNemar's test, with a significance level of $p<0.05$. The sample was predominantly female (75%), reflecting the growing presence of women in Veterinary Medicine, linked to the increasing participation of women in biological sciences and health-related fields. Before the intervention, all students scored above 50%, with 85.7% classified as Excellent and 14.3% as Good. After the intervention, 92.9% reached the Excellent level, while 7.1% remained at the Good level. No student was classified at Regular or Poor levels, indicating a high baseline knowledge of the topic. Statistical analysis revealed a significant improvement in performance, confirming the positive impact of the playful approach. The increase in students at the Excellent level reinforces the effectiveness of active methodologies in veterinary education, enhancing students' understanding and refining their knowledge. Future studies may explore knowledge retention and its practical application in disease prevention.

Supported By: Bags PIBIEX - PUBLIC NOTICE PROEC/UFOB N° 05/2023

Keywords: Higher Education, Vector-borne Diseases, Zoonoses.