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### Keywords

Nursing Assessment, Portugal, Pressure Ulcer, Risk Assessment, Sensitivity and Specificity.

### O69

#### Health literacy: the importance of experimental activities in the 1st cycle of basic education: report of an educational intervention on hand hygiene

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### Background

Primary school students usually have very little previous knowledge about a number of educational issues. So, it is important to create moments where the students can tell whatever they know about a subject, in order to make an additional scientific explanation. The program of the 1<sup>st</sup> cycle of basic education aims to develop an attitude of permanent research and experimentation, and the part *"The health of your body"*, to produce knowledge and the application of norms of body hygiene [1]. However, the contents expressed in the textbooks for these levels of education do not justify the need for children to adopt these hygiene habits, which must be acquired as early as possible, to be a systematic routine throughout life. On the other hand, it allows to eradicate some of the alternative conceptions that some 1<sup>st</sup> cycle students present on some issues [2], as the notion about the morphological view of microorganisms away from reality, idealizing them similar to animals [3,4,5]. There is evidence that children are able to learn about microorganisms at this age [3,4,5] and it is desirable that it occurs as early as possible, avoiding late conceptual changes that are difficult to reconstruct in their entirety [4]. For some authors [6,7], children should realize that the knowledge learned in the classroom can be applied in their daily lives.

### Objective

In this context and with the purpose of promoting scientific and critical literacy, we developed an activity about hand hygiene because handwashing should be learned and be a properly reasoned behaviour.

### Methods

The activities were developed by all 26 students in the class A, 2<sup>nd</sup> grade of the School EB1/JI Picua. The students' age ranged from 7 to 8 years, with 54% (14) boys and 46% (12) girls. It started with the question *"Handwashing: Why, When, How?"*. According to the conceptions expressed by the students the appropriate theoretical contents

were presented in a gradual and interactive way. This was followed by the experimental procedure with permanent monitoring and support based on the succeeding steps: role-playing stages for proper handwashing; applied activity; listing expected results; observation of cultures and microscopic observation of microorganisms, recording and reflection about the results achieved.

### Results

All groups showed the expected results, *i.e.*, higher microbial growth in the quadrants corresponding to unwashed hands.

### Conclusions

Giving the results and the theoretical framework, the students learned proper concepts on the subject, which allowed them a better understanding of the world around them.

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### Keywords

Hygiene, Handwashing, 1<sup>st</sup> cycle, Monitored support, Microorganisms.

### O70

#### Stand by me! Assessing the risk of falls in community –dwelling older adults

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### Background

About a third of community-dwelling adults age 65 and older fall each year. Accidental falls are a cause of fractures, traumatic brain injury, and even death. They can also lead to restrictions in participation, eventually resulting in loss of independence in normal activities of self-care. Falls in older adults are multifactorial and can be caused by medical conditions, cognitive impairment, medications, and home hazards. Therefore, a single identifiable factor may account for only a small portion of the fall risk in the community-dwelling elderly population, stressing the need for a multifactorial evaluation in this population.