

The Audiovisual Communication as a Strategy for Raising Awareness Among Healthcare Professionals

A Comunicação Audiovisual como Estratégia de Sensibilização de Profissionais da Saúde
La Comunicación Audiovisual como Estrategia de Sensibilización de los Profesionales Sanitarios

RESUMO

Objetivo: Analisar as evidências da literatura sobre o uso de vídeos educativos como estratégia de comunicação audiovisual na sensibilização e formação de profissionais da saúde. **Método:** Revisão integrativa conduzida segundo as diretrizes do PRISMA. As buscas foram realizadas nas bases SciELO, LILACS, PubMed, BVS e repositórios institucionais, incluindo estudos publicados entre 2019 e 2024. Após aplicação dos critérios de elegibilidade, 17 estudos compuseram a amostra. **Resultados:** Emergiram cinco categorias: rigor metodológico na construção dos vídeos; sensibilização para mudança de atitudes profissionais; potencial multimodal da linguagem audiovisual; promoção da humanização e do acolhimento; e lacunas na literatura e necessidade de institucionalização. **Conclusão:** Os vídeos educativos configuram-se como estratégias relevantes para a formação em saúde, com potencial para qualificar práticas profissionais, desde que integrados a políticas institucionais e sustentados por evidências de impacto longitudinal.

DESCRIPTORIOS: Educação em Saúde; Comunicação Audiovisual; Profissionais de Saúde; Vídeos Educativos; Formação Profissional.

ABSTRACT

Objective: To analyze the evidence in the literature on the use of educational videos as an audiovisual communication strategy for the sensitization and training of health professionals. **Method:** An integrative review conducted according to PRISMA guidelines. Searches were carried out in the SciELO, LILACS, PubMed, VHL, and institutional repositories, including studies published between 2019 and 2024. After applying eligibility criteria, 17 studies comprised the final sample. **Results:** Five categories emerged: methodological rigor in video development; sensitization for changes in professional attitudes; multimodal potential of audiovisual language; promotion of humanization and welcoming practices; and gaps in the literature and the need for institutionalization. **Conclusion:** Educational videos are relevant strategies for health education, with the potential to improve professional practices, provided they are integrated into institutional policies and supported by evidence of longitudinal impact.

DESCRIPTORS: Health Education; Audiovisual Communication; Health Professionals; Educational Videos; Professional Training.

RESUMEN

Objetivo: Analizar las evidencias de la literatura sobre el uso de videos educativos como estrategia de comunicación audiovisual en la sensibilización y formación de profesionales de la salud. **Método:** Revisión integradora realizada de acuerdo con las directrices PRISMA. Las búsquedas se llevaron a cabo en las bases SciELO, LILACS, PubMed, BVS y en repositorios institucionales, incluyendo estudios publicados entre 2019 y 2024. Tras la aplicación de los criterios de elegibilidad, 17 estudios conformaron la muestra final. **Resultados:** Emergieron cinco categorías: rigor metodológico en la elaboración de los videos; sensibilización para el cambio de actitudes profesionales; potencial multimodal del lenguaje audiovisual; promoción de la humanización y del acogimiento; y lagunas en la literatura y necesidad de institucionalización. **Conclusión:** Los videos educativos se configuran como estrategias relevantes para la formación en salud, con potencial para cualificar las prácticas profesionales, siempre que se integren en políticas institucionales y estén respaldados por evidencias de impacto longitudinal.

DESCRIPTORIOS: Educación en Salud; Comunicación Audiovisual; Profesionales de la Salud; Vídeos Educativos; Formación Profesional.

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INTRODUCTION

Health communication is a complex and relational process that goes beyond the mere transmission of information, involving ethical, cultural, emotional, and contextual dimensions that influence behaviors, therapeutic bonds, and clinical outcomes.¹

Evidence indicates that the quality of communication between health professionals and users is directly associated with adherence to guidelines, patient safety, and the effectiveness of interventions, making it an essential skill in clinical practice. In this sense, communication must be accessible, empathetic, and culturally sensitive, integrating technical and human aspects of care.²

In the field of health training and education, audiovisual resources, especially educational videos, have stood out as powerful teaching and awareness-raising strategies. By integrating image, sound, narrative, and emotion, audiovisual language favors multimodal learning processes, increases cognitive and emotional engagement, and enhances knowledge retention. Studies indicate that these resources contribute to the development of technical skills, critical reflection, and the promotion of more humanized attitudes, in addition to expanding access to knowledge and respecting different learning styles and rhythms.

Despite the growing use of educational videos in training contexts, there are still significant gaps in the literature regarding the understanding of their impact on the transformation of professional practices and their systematic integration into continuing health education policies. In many contexts, such resources remain restricted to specific uses, dissociated from structured pedagogical approaches and more in-depth ethical reflection.⁶

Given this scenario, this integrative review aims to gather and analyze the available evidence on the use of educational videos as a strategy for communication, awareness-raising, and qualification in the training and practice of health professionals, seeking to understand their reported effects and their potential for building more dialogical, technological, and humanized educational practices.⁷

METHOD

This integrative review was conducted according to the methodological framework of Whittemore and Knaf and guided by the PRISMA 2020 guidelines, ensuring transparency and reproducibility. A qualitative approach was adopted, allowing the inclusion of studies with different designs. The guiding question was structured based on the adapted PICO model, considering health professionals, in training or in practice, as the population; the use of educational videos and audiovisual resources as the intervention; without a comparison group; and the effects on professional practice, learning, empathy, and humanization of care as the outcomes.

The searches were performed in the

PubMed/MEDLINE, Scopus, Web of Science, SciELO, and LILACS databases, covering publications between 2019 and 2025, by two researchers independently, using controlled descriptors and keywords combined by the Boolean operators AND and OR [("Health Personnel" OR "Health Professionals" OR "Healthcare Workers") AND ("Video" OR "Audiovisual Aids" OR "Educational Video") AND ("Health Communication" OR "Sensitization" OR "Empathy" OR "Humanization" OR "Education")]. Full-text studies in Portuguese, English, or Spanish that used videos as their main educational or awareness-raising strategy were included. The selection was carried out in two stages, following the PRISMA protocol, resulting in the articles listed in Figure 1.

Figure 1. Articles included in the integrative review

No.	Title	Year
1	Development and validation of an educational video for adherence to standard precautions by nursing professionals. ⁽⁸⁾	2019
2	Patient safety and production of a video to disseminate knowledge to healthcare professionals. ⁽⁹⁾	2023
3	Creation and validation of educational video for the prevention of immunization errors. ⁽¹⁰⁾	2023
4	Video case study on the Safe Childbirth Checklist: raising awareness among healthcare professionals. ⁽¹¹⁾	2019
5	Validation of educational videos on pain management and opioid addiction prevention. ⁽¹²⁾	2020
6	Humanization of patient care: raising awareness among healthcare professionals. ⁽¹³⁾	2019
7	Educational technologies as a tool for raising awareness and improving effectiveness in pediatric practices. ⁽¹⁴⁾	2024
8	Development and validation of educational video for adherence to standard precautions by nursing professionals ⁽¹⁵⁾	2020
9	Lactation physiology video clip: health professionals' assessment in hospital care. ⁽¹⁶⁾	2024
10	Health education technology to raise awareness among professionals about the safe childbirth checklist. ⁽¹⁷⁾	2019
11	Production and validation of educational video to encourage breastfeeding. ⁽¹⁸⁾	2022
12	Video Clip for Learning the Physiology of Lactation: Evaluation by the Family Support Network for Breastfeeding Women. ⁽¹⁹⁾	2023
13	Development and evaluation of an educational video for families on acute pain relief for babies. ⁽²⁰⁾	2021
14	Construction and validation of content for educational videos focused on behavior change for people with diabetes. ⁽²²⁾	2024
15	Preparation and validation of educational video on the use of the Z Technique. ⁽²³⁾	2022
16	Methodologies used by nursing professionals in the production of educational videos: integrative review. ⁽²⁴⁾	2023
17	Development and validation of an educational video for fall prevention in hospitalized children. ⁽²⁵⁾	2021

Source: Own development

RESULTS

The results, derived from the analysis of 17 studies, were organized according to Bardin's content analysis, covering the stages of pre-analysis, exploration of the material, and treatment of the findings. A comprehensive reading of the studies allowed for the identification of units of record related to the use of educational videos in awareness-raising and professional training, such as content validation, empathy, accessible language, and pedagogical application. The process culminated in the consolidation of five thematic axes: methodological rigor in the construction of videos; awareness for changing professional attitudes; multimodal potential of audiovisual language in teaching and learning; promotion of humanization and welcoming care; and gaps in the literature associated with the need for institutional consolidation of the use of educational videos in health.

DISCUSSION

4.1. Methodological rigor in the construction of educational videos

The literature points to methodological rigor as a central element in the production of educational videos in health, often associated with the scientific legitimacy of these technologies. Studies highlight that systematized processes of construction and validation are fundamental to ensuring technical and pedagogical quality.^{8,9} However, there are differences of opinion regarding the purpose of this rigor. While some authors understand it as a criterion of scientificity, others understand it as a means to increase professional adherence and the impact of educational actions. This distinction reveals a relevant tension: excessive emphasis on formal validation does not, in itself, guarantee the appropriation of knowledge or the trans-

formation of professional practices.

Evidence indicates that, even with scientifically validated content, challenges remain in terms of raising awareness, motivation, and incorporating learning into everyday work. In this sense, recent criticism has questioned overly prescriptive models, suggesting that an exclusive focus on rigor may limit essential dimensions of learning, such as subjectivity, socio-cultural context, and affective engagement.^{11,12} Thus, although methodological rigor is a necessary condition, its effectiveness depends on articulation with creativity, cultural sensitivity, and dialogical capacity, which are fundamental aspects for educational videos to fulfill their transformative potential in health education and practice.^{13,14,15}

4.2. Pedagogical dimension and impact on the teaching-learning process

The literature indicates that educational videos in health have a pedagogical function that goes beyond the transmission of information, acting as active mediators of knowledge and ethical awareness among professionals. Studies highlight their potential to promote engagement, humanization, and reflection on safe practices. However, criticism persists that many videos still rely on unidirectional pedagogical models, which presuppose passive subjects and limit training effectiveness.¹⁶ Evidence indicates that learning is strengthened when audiovisual media dialogues with previous experiences and real situations in everyday professional life, favoring situated and meaningful learning. In this sense, videos anchored in practical dilemmas demonstrate greater pedagogical impact. Despite the consensus on the educational value of these resources, there remains a gap in how to transform them into devices for problematization, integrated with active methodologies. The literature points to the need to overcome pedagogical-

ly conservative approaches, linking audiovisual media to strategies that stimulate critical reflection and active participation by individuals.^{17,18,19}

4.3. Audiovisual language, aesthetics, and communicative potential

The literature shows that audiovisual language is a strategic element in the effectiveness of educational videos, as it mediates the translation of technical content into understandable and engaging narratives. Studies indicate that narrative formats combined with clear visual resources favor the appropriation of knowledge, especially when they combine accessibility and scientific accuracy.^{20,21} However, a recurring tension emerges between clarity and rigor: excessive technicality can compromise the reception of the message, while excessive simplification can reduce conceptual density and generate misinterpretations. This tension highlights the central role of aesthetics and narrative as pedagogical dimensions, in which choices of framing, rhythm, and sound directly influence the assimilation of content.^{22,23} Thus, audiovisual language must be understood as a constitutive component of video pedagogy, requiring anchoring in theories of behavior change and attention to the effects produced by the way communication is constructed.²⁴

4.4. Humanization, awareness, and subjectivity in health education

The literature indicates that, although methodological rigor ensures scientific validity and audiovisual language promotes communicative clarity, it is the dimension of humanization that gives educational videos their transformative potential. Studies show that professional awareness depends on the mobilization of affections and ethical engagement with care, going beyond the transmission of information.^{25,26} However, humanization still

occupies a marginal position in part of scientific production, often treated as an accessory element and not as a structuring axis. Some studies have made progress by integrating empathy and proximity to the users' experience, but challenges remain regarding the systematization of humanization as an evaluation criterion. Thus, there is tension between approaches that recognize humanization as a central pedagogical dimension and those that subordinate it to technical rigor. The absence of clear indicators limits the evaluation of the impact of videos on professional practice, indicating the need to recognize audiovisual media as a space for ethical and pedagogical mediation, capable of intentionally and sustainably influencing care practices.

4.5. Innovation, challenges, and future perspectives

Innovation is a cross-cutting theme that runs through all the studies analyzed, albeit with different interpretations. Innovation lies in the adoption of educational technologies in health, capable of increasing the effectiveness of pedagogical practices.²⁹ While other studies argue that true innovation occurs when video production is anchored in theories of behavior change, shifting the focus from information transmission to the effective transformation of attitudes.³⁰

Another element in this discussion: innovation is also expressed in the ability to adapt videos to specific audiences (hospitalized children, immunization professionals), which implies building personalized, contextual, and dynamic resources. This perspective is similar to an integrative review, in which the authors question the predominance of standardized models and advocate greater openness to hybrid, creative, and interactive methodologies.²⁸

However, innovation should not

be romanticized. The mere adoption of audiovisual resources does not guarantee impact in practice, as it is necessary for such technologies to be incorporated into broader strategies for continuing education and quality management in health.

“
In other words,
video alone is
not innovation:
it needs to be
linked to poli-
cies, practices,
and contexts
that ensure its
applicability²⁹.
”

Thus, the literature highlights a dual movement in the production of educational videos: on the one hand, the search for aesthetic, pedagogical, and technological innovation has intensified, exploring multimodal resources, creative narratives, and interactive approaches that enhance learning; on the other hand, there is a risk that the discourse of innovation will become dissociated from the concrete reality of health practice, becoming more of a rhetorical appeal than an effective strategy for transformation.²⁷⁻³⁰ Innovation, therefore, is not limited to the adoption of sophisticated technologies or resources,

but must be intrinsically linked to the contexts, routines, and demands of professionals in order to ensure practical relevance and genuine engagement.

CONCLUSION

This study analyzed evidence from the literature on the use of educational videos as a communication and awareness-raising strategy in the training and practice of health professionals, showing that audiovisual resources have been mobilized beyond their informative function, taking on formative, affective, and ethical dimensions. The findings indicate that videos planned with methodological rigor and guided by person-centered approaches favor meaningful learning, stimulate empathy, and promote reflections on patient-centered care by integrating visual, narrative, and emotional elements.

Despite these advances, the literature still has significant gaps, especially regarding the assessment of the long-term impacts of educational videos on professional practice and their systematic incorporation into institutional continuing education policies. The predominance of studies focused on production and technical validation limits the understanding of their transformative potential in real care contexts.

In this sense, it is recommended that future research move toward more comprehensive analyses, exploring the role of videos in the organizational culture of health services and expanding the thematic diversity addressed. When designed with scientific rigor and human sensitivity, educational videos go beyond the role of teaching tools and become devices for ethical and pedagogical mediation, capable of contributing to more humane, reflective, and sustainable practices in health care.

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