

Impact of biopsychosocial education on the quality of life of the elderly: A systematic review



<https://doi.org/10.56238/chaandieducasc-017>

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ABSTRACT

The present study aimed to conduct a systematic review on the impact of biopsychosocial education on the quality of life of the elderly. Thus, we sought to conceptualize this type of education, already mentioned, as those activities developed with the

purpose of encouraging and promoting health by preventing the onset and development of the disease. In this sense, a systematic review was carried out, following the norms of the PRISMA declaration, to answer the guiding questions mentioned in the introduction of the present study. For the results, twenty published studies were considered (1 article, in 2018; 2 in 2019; 1 in 2020; 1 in 2021 and 15 in 2022) that address interventions with older adults in the various physical, psychological, social, cultural, and environmental aspects that evidence the findings of the present study. Therefore, it is possible to conclude that the provision of biopsychosocial education, carried out in a systematic way, benefits and empowers the elderly, thus reflecting a great benefit for society, for the health and for the quality of life of this public.

Keywords: Biopsychosocial models, Quality of life, Health Service for the Elderly, Old.

1 INTRODUCTION

The arrival of modern times "globalization" has brought us a perceptible change in life expectancy and quality of life, in which the conditions and requirements for health such as peace, education, housing, food, income, a stable ecosystem, social justice, equity, the influence of personal and cultural appreciation of the elderly population in particular (Brazil, 2002; Lemus, 2009; Almeida, et al., 2012). This change demanded greater investment by public agencies related to curative and rehabilitative health care in this population segment (Brasil, 2008).

In this context, it is possible to perceive the existence of an education offer with biopsychosocial content that contemplates the elderly with continuous and systematic educational actions, which can awaken them to a new look at their health (Souza et al., 2015; Kleba et al., 2016). Biopsychosocial education is understood as those activities developed with the purpose of encouraging and promoting health by preventing the onset and development of the disease, taking into account the functional capacity, need for autonomy, participation and care of the elderly (Gonçalves et al., 2013; Cardoso Neto, et al., 2019).



In this sense, it is observed that, in countries with better socioeconomic conditions, biopsychosocial educational activities are provided to the elderly, aiming to improve the quality of life of this segment of society (Stegmüller, 2009; Barros et al., 2011; Tanigawa, 2012; Human Development Report, 2014; Organization for Economic Co-operation and Development [OECD], 2015; Escoval, 2016).

Due to the increase in life expectancy and the relevance achieved by the elderly in recent years, and thanks to the efforts of organizations of serious professionals in the area of activity, research and theoretical and empirical studies of aging have begun to have greater importance in Brazil and in other underdeveloped countries on the planet (Almeida, et al., 2014).

Thus, a significant positive relationship between biopsychosocial education and the quality of life of the elderly is perceived. In this regard, it is relevant to question how biopsychosocial education enhances the positive socio-affective dimensions in the fight against exclusion and loneliness? What would be the importance of including the elderly in biopsychosocial education activities in health?

This article aims to conduct a systematic review on the impact of biopsychosocial education on the quality of life of the elderly.

2 METHODOLOGY

The present study was carried out following the norms of the PRISMA declaration (Moher et al., 2009; Urrutia & Bonfill, 2010), according to the quality steps for systematic review with the exception of specific items for meta-analysis review studies. To meet the objective of this study, considering the chosen method, it was decided to include items informed by empirical research to conduct systematic reviews. The PRISMA statement consists of a 27-item checklist and a four-step flowchart designed to help authors improve review communication (Oliveira & Cardoso Neto, 2023).

To contemplate the systematic review, the following guiding questions were established: How does biopsychosocial education enhance the positive socio-affective dimensions in the fight against exclusion and loneliness? What would be the importance of including the elderly in biopsychosocial education activities in health?

The literature review took place between January and April 2023, prioritizing publications between 2018 and 2022 (Azevêdo et al., 2022; Balaguera & Arberas, 2022; Cruz, Pereira and Raymundo, 2022; Cruz, Pereira, Pizzetti et al., 2022; Damasceno et al., 2018; Fiamoncini et al., 2022; Glasinovic et al., 2022; Gallo et al., 2022; Hernández, 2022; Lucas et al., 2022; Nascimento et al., 2020; Oliveira et al., 2019; Oliveira et al., 2021; Previato et al., 2019; Sá et al., 2022; Silva et al., 2022; Souza Júnior, Siqueira et al., 2022; Souza Júnior, Viana et al., 2022; Tedeschi et al., 2022; Veras et al., 2022).



Four databases were considered to consult the indexed articles: Network of Scientific Journals of Latin America and the Caribbean, Spain and Portugal (REDALYC), Scientific Electronic Library Online (SCIELO), Latin American and Caribbean Health Sciences Literature (LILACS), Nursing Database (BDENF) via Virtual Health Library (VHL).

To operationalize the search in the selected databases, the descriptors (in Portuguese and Spanish) extracted from the Health Sciences Descriptors (DeCS) and Medical Subject Headings (MESH) of the Virtual Health Library (VHL) were used. The combination was performed using the Boolean operators, OR and AND, which maintained the same standardization for the databases consulted. The search terms were: "Biopsychosocial models", "Quality of life", "Health services for the elderly" and "elderly".

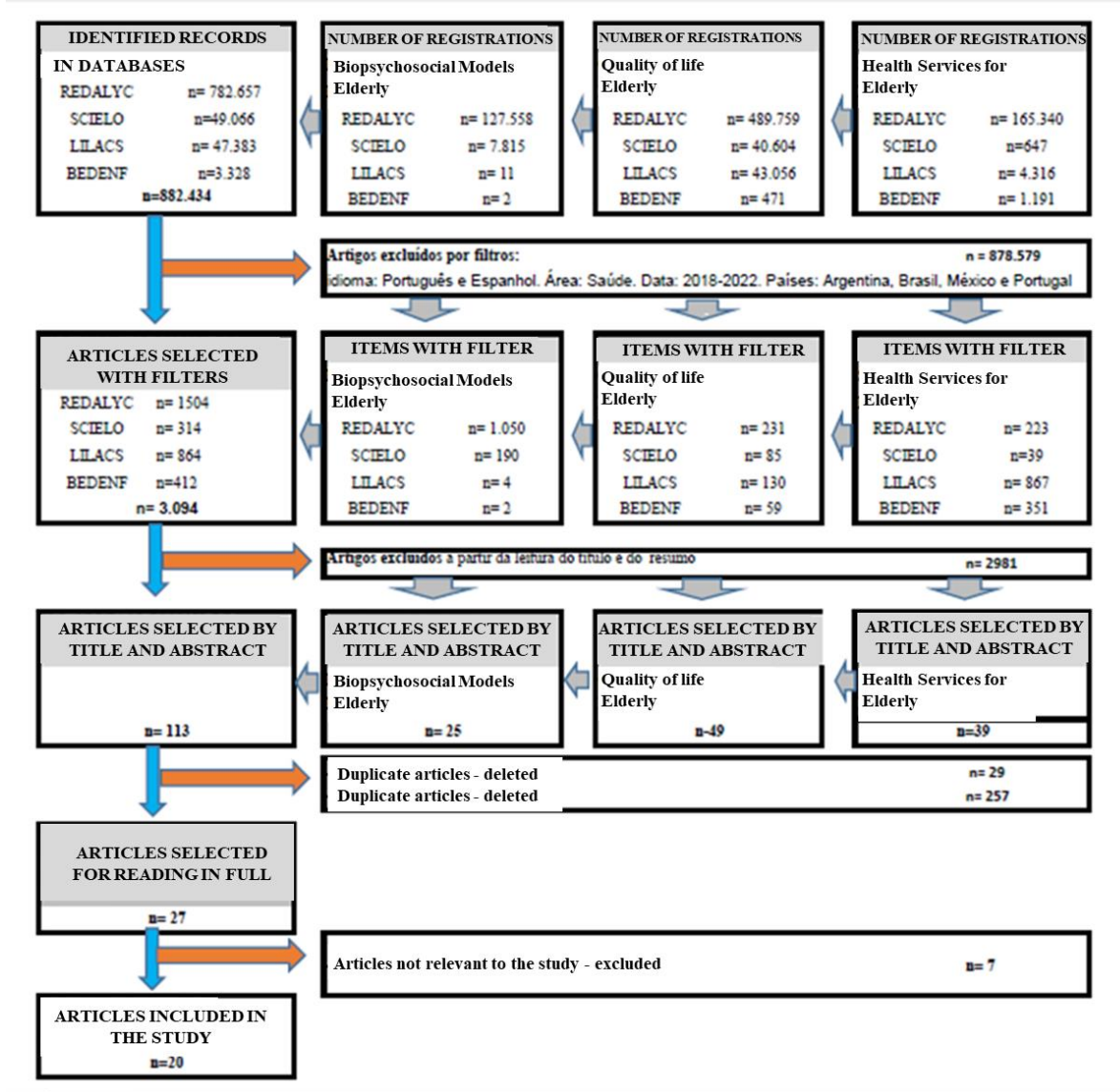
A total of 882,434 samples were found, of which 782,657 were identified in Redalyc, 49,066 in SciELO, 47,383 in Lilacs and 3328 in Bdenf. After applying filters: full text, Portuguese and Spanish; Subject: Health; Countries: Argentina, Brazil, Mexico, Portugal and period: 2018 – 2023. A total of 3,094 articles remained: 1,504 in Redalyc, 314 in SciELO, 864 in Lilacs and 412 in Bdenf. The titles and abstracts were read first and in the end resulted in 113 articles. After checking for duplicate and incomplete articles, it resulted in 27. These have been read and analyzed thoroughly to make decisions about their eligibility. Finally, 20 articles were considered included as observed in the flowchart; constructed for the selection process of the present study, considering the recommendations of PRISMA according to Moher et al. (2009), Urrutia and Bonfill (2010).

It is highlighted in the present research that the inclusion of the articles for the study resulted from the interpretation and personal critical analysis of the author, who chose materials with information that adequately contemplates the study presented here and that meet his expectations.

As inclusion criteria, original articles that addressed the investigated theme and allowed full access to the content of the study, articles published in Portuguese or in Spanish that were published in the last five years were considered. Exclusion criteria were: duplicate articles in the investigated databases, incomplete articles, published before 2018, non-relevance of the article after complete reading and not available in full.



Figure 1 – Flow diagram of the scientific article selection process



Source: The Author.

3 RESULTS AND DISCUSSION

Table 1 provides an overview of the number of articles included and used in the present systematic review study in order to meet the objective of the study and answer the triggering questions on the topic investigated. 27 studies were chosen first, but only 20 articles were included for definitive review. A narrative synthesis was carried out (Korea and Mesquita, 2014) to analyze the findings. The articles, considered and included, contain: the author(s) and year of publication, the title of the article and the database from which it was collected, the type of instrument or study, and the sample of each research included, as reported in Table 1.



Table 1 - Articles used in the systematic review

Order No.	Author/ Year	Title / Base	Instrument Type or study And	Show
1	Azevêdo et al. (2022)	Personal Projects of the Elderly Based on a Public Housing Policy (SciELO).	This is a quantitative-qualitative, descriptive and exploratory study.	76 seniors
2	Balaguera, Arberas, (2022)	Pilot study on the effect of telerehabilitation on the quality of life of elderly people with cognitive impairment (SciELO).	Descriptive study	28 seniors
3	Cruz et al. (2022)	Cognitive training for older adults without cognitive impairment: an occupational therapy intervention during the COVID-19 pandemic (SciELO).	Non-randomized clinical trial	90 seniors
4	Cruz et al. (2022)	Development of an online cognitive training program for healthy older adults: an occupational therapy intervention (SciELO).	Qualitative exploratory design	21 seniors
5	Damasceno et al. (2018)	University Extension as a strategy for Health Education with a group of elderly people (Lilacs).	This is a descriptive study with a qualitative approach	30 seniors
6	Fiamoncini et al. (2022)	Association between linguistic-cognitive performance and auditory self-perception in the elderly (Redalyc).	Observational, cross-sectional	61 seniors
7	Glasinovic, et al. (2022)	Medium-term effectiveness of a multidimensional program in older people in day centers in Chile (Lilacs).	Quasi-experimental	72 seniors
8	Gallo et al. (2022)	Experience with social media for health actions with the elderly during the Covid-19 pandemic (Lilacs).	Experience report, with a descriptive approach	95 seniors
9	Hernández, (2022)	Community Strategy for Developing Healthy Lifestyles in Older Adults (Lilacs).	Pre-experimental study	66 seniors
10	Lucas et al. (2022)	The association between integrative and complementary health practices and the use of dental services in the elderly in Brazil: a cross-sectional study, 2019 (SciELO).	Cross-sectional study,	22,728 elderly
11	Nascimento et al. (2020)	Health promotion activities for a group of elderly people: report by (Redalyc).	Experience report, of a descriptive nature	33 seniors
12	Oliveira et al. (2019)	Functional exercise program for the elderly – impact on physical fitness (Redalyc).	Quasi-experimental study	22 elderly women
13	Oliveira et al. (2021)	Personal satisfaction and leisure activities in outpatient elderly patients (Bdenf).	Cross-sectional and analytical study	100 seniors
14	Previato et al. (2019)	Coexistence group for the elderly in primary health care: contributions to active aging (Bdenf).	Qualitative, exploratory-descriptive study	14 seniors
15	Sá et al. (2022)	Effectiveness of educational video in the perception of elderly people about fall risks: a randomized clinical trial (SciELO).	Cluster randomized controlled clinical trial	1,773 elderly
16	Silva et al. (2022)	Gymnastics for all: a look at the development of social relationships in groups of elderly people (Lilacs).	Qualitative and exploratory	224 elderly
17	Souza Júnior et al. (2022)	Effects of experiences in sexuality on anxiety and quality of life of elderly people (Lilacs).	Cross-sectional and analytical study	550 elderly people
18	Souza Junior et al. (2022)	Relationship between family functionality and quality of life of the elderly (SciELO).	Cross-sectional study	692elderly
19	Tedeschi et al.(2022)	Functional fitness and quality of life of elderly practitioners of Lian Gong, Tai Chi and Qigong (Bdenf).	Case-control study	118 seniors



20	Veras et al. (2022)	Elderly group as a device for empowerment in health: an action research (SciELO).	Action research with Qualitative approach	26 seniors
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Source: Author's own (2023).

As can be seen in the Table, all 20 articles refer to the sample studied. Regarding the distribution of articles, by year, the following were collected: 1 article published in 2018, 2 in 2019, 1 in 2020, 1 in 2021 and 15 in 2022.

The studies selected for this systematic review contribute to the answer to whether biopsychosocial education has a positive impact on the quality of life of the elderly.

In this sense, Azevêdo et al. (2022), in their studies on the personal projects of the elderly based on a public housing policy, report that the potential of the environment, such as safety, tranquility, socialization, and accessibility, provide favorable support for the performance of daily activities; reflecting on general well-being and better quality of life for this portion of the population. In addition, it was found by Souza Junior, Viana et al. (2022) that family functionality is positively correlated with the quality of life of the elderly, thus requiring the inclusion of the family in health care plans as a way to identify potential family stressors early and plan interventions to solve the problems raised. Based on these data, it can be seen that such actions positively favor biopsychosocial education as a potentiator of positive socio-affective dimensions in the fight against exclusion and loneliness of this public.

When questioning the importance of the inclusion of the elderly in biopsychosocial education activities in health, it was observed that the studies carried out by Nascimento et al. (2020), on health promotion activities for a group of older adults, stated that the evolution and development in physical variables, critical sense, and effective participation were noticeable and significant. dynamism and communication of the group, in addition to the construction of a bond among the elderly. They also reported the existence of gains for users, who benefited from physical, psychological, social activities and general well-being; based on the anguish, loss or alteration in general.

In the same vein, Damasceno et al. (2018) pointed out that the realization of groups of elderly people with didactic approaches corroborates to empower this portion of the population on topics of their daily lives and health promotion, enabling this public to make use of other means of care, by seeing the individual in his biopsychosocial and spiritual aspect.

In addition to these studies, Hernández (2022) also states that the application of the community promotion strategy was effective in improving the lifestyles of the elderly. In addition, there was evidence of evolution for positive improvement in the following factors: self-care, medication intake, sleep, interpersonal relationships and physical exercise associated with the lifestyle of the elderly after the application of the strategy.



With this same reasoning, Lucas et al. (2022) highlighted that the use of some integrative practice by the Brazilian elderly contributes positively to the use of the health service on a regular basis. Also in this sense, Sá et al. (2022) stated that the use of educational videos and verbal instructions increased the elderly's perception of fall risks, with better results in the control group.

In this sense, the results demonstrate that the development of biopsychosocial educational activities promotes autonomy and health, preventing the onset and development of diseases (Damasceno et al., 2018; Nascimento et al., 2020; Hernández, 2022; Lucas et al., 2022; Sá et al., 2022).

Regarding the changes in biological aspects observed in studies of biopsychosocial education activities, Glasinovic et al. (2022) highlighted that improvements were observed in the sit-and-stand test, gait speed, and health literacy for Spanish speakers. From this, improvements in quality of life were observed in five dimensions of the program for the elderly lasting one month, in addition to improving physical health and literacy up to the fifth month of evaluation.

In this sense, Oliveira et al. (2019) identified that all components of the participants' physical fitness were improved after the intervention of a functional exercise program in the Intervention Group (IG). Thus, they concluded the study by stating that a functional exercise program improves the components of physical fitness in elderly women.

Another study conducted by Silva et al. (2022) shows that the practice of gymnastics for all intensified social interaction among practitioners, with a notable increase in their self-esteem and feeling of recognition and social belonging, through not only engagement in activities related to the practice – such as training, travel, participation and presentations at events and festivals – but also in extra-practical meetings, such as get-togethers, which become common among the members of the groups. They also affirm that these practices are configured as an environment of intense social coexistence, which promotes the quality of life and well-being of the elderly.

These results are also consistent with the observations made in Tedeschi et al. (2022) who showed a positive result in the functional test of getting up and sitting from the chair, as well as better performance in the following domains of quality of life: pain, vitality, emotional aspects, and mental health. The findings affirmed that participation in guided body practices (Lian Gong, Tai Chi and Qigong) can contribute to the quality of life and functional fitness of the elderly.

As observed in the studies by Oliveira et al. (2019), Silva et al. (2022), Glasinovic et al. (2022) and Tedeschi et al. (2022), it is noticeable that the performance of biopsychosocial activities in a systematic way promotes improvements in biopsychosocial aspects, positively interfering in the quality of life with the elderly.

In the studies developed with older adults involving psychological aspects through biopsychosocial educational activities, it was noticed that Cruz, Pereira, and Raymundo (2022) identified that the intervention with cognitive training showed improvement of the participants in



standardized assessments, cognitive functions and quality of life, and reduction of depressive symptoms of elderly participants. Also in this vein, Cruz, Pereira, Pizzetti et al. (2022) found positive effects of cognitive training for participants. They concluded by stating that the analysis of the applied activities proved to be fundamental to systematize the sessions and monitor the performance of the participants.

In another study, Fiamoncini et al. (2022) stated that the elderly had a high prevalence of hearing changes in the last five years and auditory complaints related to aging, associated with linguistic-cognitive performance, evidencing the relevance of longitudinal monitoring, communicative and cognitive performance of the elderly.

According to the study by Souza Júnior, Siqueira et al. (2022), the findings reveal that among the dimensions of sexuality, affective relationships and better coping with physical and social adversity exerted anxiety-reducing effects. They also identified that the sexual act and better coping with physical and social adversities had effects of increasing quality of life. They concluded the study by suggesting that health professionals can invest in sexuality, to be worked on in a group and individual way, especially in the affective component; since it had a strong and positive effect on quality of life, and on physical and social adversities, which had a moderate effect.

The conclusions of this study are consistent with those of Balaguera and Arberas (2022), who showed favorable changes in the dimensions of emotional well-being, material well-being, social inclusion, and rights, positively influencing the quality of life of older adults who were in the process of telerehabilitation.

In line with the results of the studies by Cruz, Pereira and Raymundo (2022), Cruz, Pereira, Pizzetti et al. (2022), Fiamoncini et al. (2022), Souza Júnior, Siqueira et al. (2022), Balaguera and Arberas (2022), it was noticed that biopsychosocial educational activities positively interfere in psychological aspects, reflecting in the improvement of the quality of life of this portion of the population.

Other studies have been developed with a focus on social aspects, including biopsychosocial educational activities. Gallo et al. (2022) highlighted that the guided use of social media by older adults contributes effectively to the maintenance of social relationships and health promotion from the perspective of healthy aging, even during a health crisis with global repercussions.

Oliveira et al. (2021) reported that the higher the scores on the life satisfaction scale, the higher the scores on the leisure attitudes scale, which may demonstrate that the elderly with more satisfaction with life have a more positive attitude towards leisure.

In this sense, Previato et al. (2019) evaluated the perception of the elderly regarding participation in the coexistence group and concluded that moments of leisure, socialization, learning,



and improvement of physical and mental health contribute significantly to increasing quality of life while active aging.

These results are also consistent with the observations made by Veras et al. (2022), who pointed out in the study that the findings show in the voice of the elderly the meanings attributed to the group through socialization, meaningful bonds, sharing, and learning. They demonstrated that there is empowerment of the group as a space for listening, creating, sharing experiences and valuing the life stories of the elderly in this territory. They also mentioned that the interaction stimulated the resignification of the aging process and life projects, generating greater satisfaction with health and life.

In the studies by Gallo et al. (2022), Oliveira et al. (2021), Previato et al. (2019) and Veras et al. (2022), developed with the elderly, involving social aspects, they demonstrated leisure as an emancipatory potentiality of this population public in the search for new experiences, values and meanings in the face of the lived reality, accepting greater socialization and satisfaction with life.

These results further support the idea of offering biopsychosocial activities, especially leisure, which has been structured as a fundamental right guaranteed and supported by social public policies formulated by the City Sports and Leisure Program (Pelc) of the Ministry of Sports (ME), (Brazil, 2008), based on the document published in 2017 by the World Health Organization (WHO) that defines the goal of promoting the Decade of Healthy Aging from 2020 to 2030 (World Health Organization, 2017).

4 FINAL THOUGHTS

The present study made it possible to understand that biopsychosocial education activities enhance positive socio-affective dimensions in the fight against exclusion and loneliness.

The results of the analyzed studies allowed us to identify the perception of environmental support and its effects on the elaboration of personal projects in old age. In addition, they were favorable to the performance of biopsychosocial activities, understood as important for the physical, psychological, social and emotional well-being of the elderly, since they provide quality of life with active and successful aging.

In this sense, the studies confirmed that the inclusion of the elderly in biopsychosocial education activities is of paramount importance, as it promotes positive effects on health. These effects were observed in the improvement of cognitive functions, in the promotion of quality of life, in the reduction of depressive symptoms and in the improvement of biopsychosocial aspects; positively interfering in the quality of life of this population.

Another important aspect is the practice of leisure as an emancipatory potentiality of this public, observed in the search for new experiences, values, meanings in the face of the lived reality, accepting



greater socialization and satisfaction with life. With this, it is possible to promote health autonomy, prevention of the onset and development of diseases, and empowerment of the elderly with quality of life.

In this context, it is recommended that the competent authorities invest in research that systematically promotes biopsychosocial activities for the elderly, as these have a positive effect on the quality of life of this population. Therefore, it is essential to offer these activities so that this portion of the population continues to benefit from empowering educational orientations; since they reflect a great benefit for society, for the health and quality of life of this public. It is also suggested that future studies should be carried out to answer what new ideas, conclusions and questions promote biopsychosocial education in the elderly? What are the contributions of these new notions to the advancement of scientific knowledge?



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