

MEDICATION USE PROFILE AMONG TEACHERS FROM A PUBLIC SCHOOL IN RIO DE JANEIRO

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Introduction

Teachers are among the professionals mostly removed from their positions, with mental and behavioral disorders being the main reasons for this removal (Gasparini et al., 2005). As a result, the faculty becomes a potential target for studying medication consumption due to occupational aspects. Segat and Diefenthaeler (2013) demonstrated that about 35% of the interviewed teachers used antidepressants associated with stress conditions in the school environment. Another study showed that, for 60% of the participants, it was possible to evidence a relationship between symptoms and the profession (workload, physical and/or mental stress), with self-medication present in about 36% of teachers (Silva et al., 2012). The results of Gasparini and colleagues (2006) showed the prevalence of mental disorders in about half of the interviewed teachers, an aspect associated with the witnessing of violence (whether practiced by students, parents of students, employees, co-workers or people outside the school), bad environmental conditions (lack of ventilation and presence of noise), in addition to lack of autonomy and little time for preparing classes. However, there are still few studies dedicated to analyzing the main drugs used by teachers and relating them to the situations experienced in the school environment. In this scenario, the object of this study was to determine the prevalence of medication use among teachers at a public school in the state of Rio de Janeiro.

Method

A cross-sectional study was carried out with teachers from a state public school located in the metropolitan region of Rio de Janeiro, counting 44 participants who answered a semi-structured questionnaire with questions related to working conditions, medication use, and other aspects related to health. This tool was adapted from the questionnaires and methodologies proposed by Gasparini and colleagues (2006), Abrahão and colleagues (2013) and Ferreira (2016). The drugs were divided according to the Anatomical Therapeutic Chemical (ATC) classification. The research was approved by the Fluminense Federal University Research Ethics Committee and registered under the number CAEE: 10003519.0.0000.5243, 3.302.332.

Results / Discussion

The results show that 54.55% of teachers use some medication and an important portion said that they almost never self-medicate (36.36%). Thirty-eight different pharmaceutical products were mentioned, the most frequent of which were losartan (13.16%) and clonazepam (7.89%). The most consumed drugs according to the first level of the ATC classification were for the central nervous system (28.95%), followed by products for the digestive system and metabolism (18.42%) and cardiovascular system (15.79%). This profile is in accordance with the main reasons answered for medication use: arterial hypertension (27.27%), anxiety (22.73%) and pain (18.18%). Among the products mentioned, 55.26% are sold under medical prescription, 26.32% are over-the-counter (OTC) and 18.42% are of special control. Regarding work-related aspects, most work more than 30 hours per week (34.09%), only at the researched school (36.36%), in two shifts (40.91%) and consider the school environment reasonable to work (59.09%). Stress at work was related to devaluation of the profession (28.23%),

poor income (24.19%) and excessive workload (16.13%). It should be noted that 81.82% of teachers considered it was important to talk about the rational use of medicines in classes.

Conclusion

Few studies do research on the profile of medication use by teachers. The teaching profession involves high stress due to environmental working conditions and increasing violence in schools and communities. The results suggest that better working conditions with better wages, reduced working hours and increased recognition before society can have a positive impact on reducing the consumption of medicines, mainly for controlled use, by teachers.

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