TEACHING OF INTEGRATIVE AND COMPLEMENTARY PRACTICES IN NURSING GRADUATION ENSINO DAS PRÁTICAS INTEGRATIVAS E COMPLEMENTARES NA FORMAÇÃO EM ENFERMAGEM

LA ENSEÑANZA DE PRÁCTICAS COMPLEMENTARIAS E INTEGRADORAS EN LA FORMACIÓN DE ENFERMERÍA

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RESUMO

Objetivo: relatar sobre o ensino das práticas integrativas e complementares na formação em Enfermagem. **Método:** trata-se de um estudo qualitativo, descritivo, tipo relato de experiência, acerca das atividades realizadas por 20 acadêmicos, um docente e um monitor do curso de Enfermagem de um centro universitário. Utilizou-se a ementa institucional do curso. **Resultados:** considerou-se que o percurso de ensino-aprendizagem das práticas complementares se realizou a partir de três frentes: o empoderamento teórico com aulas embasadas em metodologias ativas, críticas e reflexivas; a apresentação de seminários discursivos com temáticas referentes ao contexto e a realização das atividades práticas de auriculoacupuntura/auriculoterapia e Reiki. **Conclusão:** salienta-se a importância da Unidade Temática no curso de Enfermagem do centro universitário, pois a utilização das práticas integrativas e complementares na assistência à saúde possibilita, aos estudantes, perceber o ser humano na sua totalidade. Sugere-se, dessa forma, que a temática deve ser implantada em outras instituições de ensino, bem como incorporada desde o início da formação dos estudantes, pois esses conhecimentos e práticas contribuem, de forma coadjuvante, para os cuidados aos clientes, assistindo-os de forma holística. **Descritores:** Enfermagem; Ensino; Conhecimento; Metodologia; Terapias Complementares; Integralidade em Saúde.

ABSTRACT

Objective: to report the teaching of complementary and integrative practices in nursing graduation. **Method:** this is a qualitative, descriptive, experience-report type study, about the activities carried out by 20 academics, a professor and a monitor of the Nursing course of a university center. The institutional course syllabus was used. **Results:** the path of teaching-learning process of complementary practices occurred from three fronts: theoretical empowerment with classes based on active, critical and reflective methodologies; presentation of discursive seminars with themes relating to the context and completion of the practical activities of auriculoacupuncture/auriculotherapy and Reiki. **Conclusion:** the Thematic Unit is very important in the Nursing course of the university center, because the use of complementary and integrative practices in healthcare enables students to fully understand the human being. Therefore, the theme should be deployed in other educational institutions, as well as incorporated since the beginning of the training of students, because such knowledge and practices contribute, as an adjuvant, to care for the clients, assisting them holistically. **Descritores:** Nursing; Teaching; Knowledge; Methodology; Complementary Therapies; Health Integrality.

RESUMEN

Objetivo: relatar sobre la enseñanza de prácticas complementarias y integradoras en la formación en enfermería. **Método:** se trata de un estudio cualitativo, descriptivo, de tipo relato de experiencia, acerca de las actividades llevadas a cabo por 20 académicos, un profesor y un monitor del curso de enfermería de un centro universitario. Se utilizó la programación didáctica institucional del curso. **Resultados:** el camino del proceso de enseñanza-aprendizaje de prácticas complementarias se celebró en tres frentes: la emancipación teórica con clases basadas en metodologías activas, críticas y reflexivas; la presentación de seminarios discursivos con temas relacionados con el contexto y la realización de las actividades prácticas de auriculoacupuntura/auriculoterapia y Reiki. **Conclusión:** se subraya la importancia de la unidad temática en el curso de Enfermería en el centro universitario, porque el uso de prácticas complementarias e integradoras en el cuidado de la salud permite a los estudiantes comprender el ser humano en su totalidad. Se sugirió que el tema debería ser implementado en otras instituciones educativas, así como incorporado desde el comienzo de la formación de los estudiantes, porque tales conocimientos y prácticas contribuyen, como un adyuvante, al cuidar de los clientes, ayudándoles holísticamente. **Descritores:** Enfermería; Enseñanza; Conocimiento; Metodología; Terapias Complementarias; Integralidad en Salud,

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INTRODUCTION

The transformation of the Nursing traditional model requires a reorganization of teaching, reorientation of practices, development of new paradigms and a constant evaluation of the process. The curricular proposal suggests a pedagogical space integrating knowledge, practices and ideological foundations that support the professional practice.¹

The National Curricular Guidelines (NCG) resulted in changes in the way of teaching and learning, recommending active methods of learning and the incorporation of learning technologies. These changes alert to the importance of a critical and reflective training, committed to the institution of health policies and the needs of the population.²

In this perspective of incorporation of new practices in the Nursing teaching-learning process, the full-mode assistance was implemented, including the conventional care and complementary practices that best suit each situation, thus bringing what is best for a complete and customized service. Complementary and Integrative Practices (CIP) can be used in conjunction with conventional approach or in an isolated way, depending on the practice and the context and, in any of these situations, the Nursing care process must be followed.³

CIP is a group of practices and products that are not part of the traditional medical treatments, named complementary, when used in parallel to conventional medicine, alternative, when replacing a biomedical practice or a particular technique in the conventional medicine field, and integrative, when based on scientific evaluations of effectiveness and safety.⁴⁻⁵

Studies show the effectiveness of acupuncture and other CIP in the treatment of physiological disorders such as temporomandibular disorders (TMD), psychological diseases, osteoarthritis (OA), trigeminal neuralgia, gastric illnesses, headache, muscle hypotonia, hemiplegia, and even obesity.⁶ In this way, the teaching and research are necessary to support, expand and incorporate these techniques as complementary therapies, which promote the prevention of diseases, restoration of the energy balance and an adequate and possible recovery.³

Nurses' work becomes essential to disseminate the existence and implementation of preventive therapies to customers. However, this discussion should be encouraged

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with the commitment of all involved, from professors and nurses, up to graduates, since the CIP scenario is a recent aspect of the service work, in the health area, benefic and in constant growth.⁷ The theoretical and practical implementation of CIP in the National Curricular Guidelines (NCG) is necessary to allow the formation of new nursing professionals able to deal with these therapeutic resources.

OBJECTIVE

- To report the teaching of complementary and integrative practices in Nursing graduation.

METHOD

This is a qualitative, descriptive, experience-report type study, about the teaching-learning process of complementary and integrative practices in Nursing graduation. Experience report is a tool of descriptive research that presents a reflection about an action or set of actions that address a situation experienced in the academic sphere of interest of the scientific community.⁸

The research was conducted at the University Center Tabosa de Almeida (ASCES/UNITA), in the city of Caruaru (PE), during the period from October to November of 2017. This pedagogical teaching practice was planned in the beginning of the construction of the curriculum, but deployed in 2016, in the Nursing course of the higher education institution (HEI), and is currently applied in classes of the V Module that experience the Thematic Unit 19 (TU19), developed in the choice modality II: *Acupuncture*.

The teaching institution has the Nursing course in the form of integrated curriculum, allowing the insertion and the adequacy of complementary and integrative practices, because the integrated curriculum aims at the formation of critical and reflective professionals, who meet the needs of the health system, in addition to the requirements of the labor market. All modules of the course were structured in an interdisciplinary way, in which the activities develop around key concepts, in order to facilitate the achievement of performance essential for the nurse's formation.⁹

Adequate and adapted classrooms were used for the practices within the institution. Specific and necessary materials and instruments were used to perform the practical activities. This study included 20

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nursing students, a professor and a monitor, totaling 22 people, and the teaching implementation occurred in three fronts: theoretical empowerment, presentation of seminars and practical activities.

RESULTS

◆ Didactic knowledge for the construction of skills and competences

In this first step, the students convened with the professor and the monitor for the theoretical and demonstrative classes about CIP. In the integrated curriculum of the institution, the Thematic Unit 19 (TU19) Choice II of *Acupuncture* has a workload of 36 hours/class. The experience allowed the students, in the V Module of the course, with CIP, to attend discursive theoretical classes in the form of problematization methodology, linked to practical activities, providing the applicability of skills built at different levels of health care.

The followed contents proposed in the TU were: history and basic concepts of acupuncture and moxibustion; philosophical and physiological principles in western and eastern vision; insertion of the Nursing professional in acupuncture and moxibustion, as well as in Traditional Chinese Medicine (TCM); general conceptualizations of CIP and their relationship with Nursing Theories, the Unified Health System (UHS) and the National Policy on Complementary and Integrative Practices (PNPIC - *Política Nacional de Práticas Integrativas e Complementares*); ethical-legal aspects of the use of therapeutic methods tied to Traditional Chinese Medicine (TCM) and, in particular, to acupuncture and moxibustion; general concepts of the various complementary and integrative health practices (CIHP); acupuncture and moxibustion based on scientific evidence; bases, indications and contraindications of the use of acupuncture; branches of Traditional Chinese Medicine (TCM), acupuncture and moxibustion (auriculoacupuncture and auriculotherapy, craniopuncture, among others) and practical procedures in acupuncture and moxibustion.

These programmatic contents should allow the student to develop the following skills: understand the historicity of CIP in the health context and correlate it with the insertion of the nurses in this scenario; recognize the role of nurses and their empowerment to act with CIP and the strengthening of these practices in the UHS; correlate the anatomic-physiological bases in eastern and western views, as well as in clinical situations; interrelate body, the emotional aspect and

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the mind, to develop an understanding of the influence of the energy balance on the quality of life and the health-disease process; understand the basic theory of the TCM and develop the global understanding about the implementation of the resources of acupuncture in the promotion, maintenance and restoration of health.

The performances of knowing the history of acupuncture in the world and in Brazil add: its philosophical and physiological principles; identify and differentiate, in general, the branches of the TCM involving acupuncture and moxibustion; know the researches developed in the framework of TCM, CIP, acupuncture and moxibustion, as well as the association of these practices to the Nursing professional and correlate the knowledge about the UHS and the PNPIC with public policies aimed at integration, strengthening and empowerment of acupuncture.

The applicability of CIP in the teaching-learning process and in health services is constantly growing regarding their acceptance. Due to the lack of professionals and the need to encourage and increase the debate about such practices, the pedagogical proposal based on steps of problematization methodology, which stimulate, potentially, the student in this direction, favoring the conscious, creative and critical praxis.¹⁰ Therefore, the method of Charlez Maguerez Arc was used, consisting of five steps: observation of reality; key points; theorization; hypotheses of solution and application to reality. These points favor the critical reflection about a reality to be discussed, consciously and intentionally transforming, proposing a form of active job.¹⁰

Interdisciplinary seminars on CIP

In this second step, there were the presentations of seminars relating to some of the most frequently used therapeutic practices. The 20 students were divided into five groups, and all groups discussed the PNPIC. Next, the following themes were sorted for discussion: systemic acupuncture; aesthetic acupuncture; craniopuncture; dry needling and Reiki. The students had 30 minutes for oral presentation, which was structured in: historical context; concept; objective; indication/contraindication and applicability in the professional Nursing practice. Then, 15 minutes were added for group discussion and evaluation.

The presentations and discussions were enriching, because they allowed students to achieve a critical and reflective thinking about the implementation of practices and their applicability in the health context. In

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this way, the learning of Nursing students was facilitated, from the moment the socialization of knowledge proposed in this discussion occurred by means of mutual aid established in the proposed dialog.¹¹

Coupled with discussions on the guidelines and principles of the PNPIC, there was a considerable discussion that the academic training is a means of dissemination and there is a gap in the training of graduate students in relation to CIP, which extends to health professionals, making it necessary that a greater number of institutions, in Brazil, disseminate and propagate these practices. Nevertheless, the teaching of CIP in Nursing care is a valuable opportunity to form health professionals more aware, reflective, compromised with themselves, with others and with the planet.¹²

♦ Putting the CIP into practice - auriculoacupuntura/auriculotherapy and Reiki

In the third step, the practical activities occurred, in which the professor selected the practices of auriculoacupuntura/auriculotherapy and Reiki. The latter was performed collectively, using specific sounds and symbols relating to the technique, to the channeling of vital energy, applying through the touch of hands in specific areas of the individual's body, at distance or in specific positions.¹³

The practice of auriculoacupuntura/auriculotherapy was performed in a second moment, in which students were organized in pairs, in a calm and quiet environment, with the materials necessary for the technique. The practice was developed from the insertion of needles into specific anatomical points of the body, with a preventive aim and/or to produce a therapeutic or analgesic effect.¹⁴ Previously, the theory relating to the anatomy of the ear, the ear maps and the positioning of the points were explained.

After implementing both techniques, the students were able to demonstrate that they bring a range of benefits relating to the maintenance of the balance between body, mind and spirit, and which need a continuous implementation into clinical practice.

DISCUSSION

Many professionals fail to seek new ways to meet the needs of customers/users and perform an integral assistance due to the academic curative formation, influenced by the biomedical model, which often prioritizes the development of technology and the

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segmentation of care and knows no other health strategies, such as CIP, which value the empowerment of the subject and more natural ways of treatment.¹⁵

The knowledge acquired by most students is usually obtained by empirical knowledge. Regarding Nursing, many students also do not know the legal backups that the Federal Nursing Council (COFEN - *Conselho Federal de Enfermagem*) and the PNPIC offer to professionals of this class in order to act with CIP.¹⁶

As a way to strengthen the practice, and following the guidelines of the World Health Organization (WHO), the Ministry of Health regulated the PNPIC in the UHS, by means of Decree 971/2006.¹⁷ The PNPIC operates in the fields of prevention of diseases and health promotion, maintenance and recovery, based on a model of humanized care and centered on the integrality of the individual, contributing to the strengthening of the UHS.¹⁸ This scenario includes, by means of Decree 849, 27 March 2017, other practices in the PNPIC, as arttherapy, ayurveda, biodance, circular dance, meditation, music therapy, naturopathy, chiropractic, osteopathy, reflexotherapy, Reiki, Shantala, integrative community therapy and yoga.¹⁹ The Decree 702, of 21 March 2018, added the following practices: aromatherapy; apitherapy; bioenergetics; family constellation; therapy; geotherapy; hypnotherapy; imposition of hands; anthroposophic medicine/anthroposophy applied to health; ozone therapy; floral therapy and social thermalism/crenotherapy.²⁰

The effectiveness of teaching-learning of these therapeutic practices in the Nursing course stands out and active methodological strategies should be chosen, taking into account the most effective alternatives for the development of competences, once students are the protagonists of the teaching and learning process, with various challenges and benefits arising from their active participation.²¹ The seminar is an example that allows students to learn and socialize among members, in addition to developing the specific knowledge for the academic moment and other procedural or attitudinal abilities, as an attitude of confidence, public speaking and teamwork.²

To put into practice all the acquired knowledge and make the teaching-learning process more effective and dynamic, the practical implementation allows students to train skills and motor abilities. Therefore, it is important to use teaching methods that expose the applicability of CIP, causing the

rupture of the insensitive look at the patient, with the excessive use of medications directed by doctors, which leads to adverse effects, such as the lack of understanding, welcoming, caring and listening, acting in a cobbled manner in their professional practices.²²

It is essential to extend the theoretical perspectives in favor of the acupuncture technique, with the expansion of therapies for the nurse at teaching and health institutions, public and private, for a multiprofessional shared and ethical practice, in favor of Brazilian citizens.²³

These practices strive for the pursuit of individual and collective well-being, in which the psyche is as important as the disease itself, and the spiritual aspect is so fundamental that it bonds with the environment and its existence.²²

The education of health professionals should integrate contents related to CIP, in a context of plural education that offers a set of critical perspectives of therapeutic models and allow students and workers to use different health paradigms in order to deal with the processes of illness in contemporary society.²⁴

CONCLUSION

CIP have been evidenced, in scientific studies and in the routine of health services, as a therapeutic method integrated, holistic, complementary and adjuvant in the treatment of various morbidities. In this way, the practice of teaching-learning process cannot remain on the sidelines of the curricula of health professionals' formation. Thus, this practice should be incorporated in the early years of formation, so that practical skills are harnessed and perfected throughout the academic path.

Furthermore, the study brought a range of contributions, because it established the importance of the Thematic Unit in the Nursing course of the university center, as also evidenced the importance of this formation related to CIP in health care, in order to fully understand the human being. The experience opened the students' eyes as they realized the richness and diversity of the therapeutic alternatives focused on the health and quality of life of the individual, family and community.

It is important that higher education institutions (HEI) in the health area adopt, in their curriculum, CIP, because they may lead to Nursing professionals with an integral, complete and humanized formation.

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