Getting to know the integrative and complementary...



## CASE REPORT ARTICLE

# GETTING TO KNOW THE INTEGRATIVE AND COMPLEMENTARY PRACTICES IN **HEALTH: EDUCATIONAL WORKSHOP**

# CONHECENDO AS PRÁTICAS INTEGRATIVAS E COMPLEMENTARES EM SAÚDE: OFICINA **EDUCATIVA**

## CONOCIENDO LAS PRÁCTICAS INTEGRATIVAS Y COMPLEMENTARIAS EN SALUD: TALLER **EDUCATIVO**

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Objective: to report the experience of students of the master's degree course on the realization of a workshop on integrative and complementary practices in health, focusing on Integrative Community Therapy (ICT). *Method*: it is a descriptive study, type of experience report. The study was based on the discipline Teaching-Learning Process whose evaluation proposal consisted of a workshop developed in Nursing week with 13 people. The results were presented in the form of a report. Results: it was perceived, through the experience of the execution of the workshop, that the participants, although inserted in the health area, either as an academic or professional activity, had a vague knowledge about the theme of Integrative and Complementary Practices. Conclusion: it has become such a rewarding and successful practice insofar as it resizes and enables the re-signification of foundations in the production of knowledge in the health area, considering it as a dynamic and non-static process. Descriptors: Complementary Therapies; Health; College education; Public health; Professional Training; Continuing Education.

Objetivo: relatar a experiência vivenciada por discentes do curso de mestrado sobre a realização de uma oficina de práticas integrativas e complementares em saúde, com enfoque na Terapia Comunitária Integrativa (TCI). Método: trata-se de um estudo descritivo, tipo relato de experiência. Deu-se o estudo a partir da disciplina Processo Ensino-Aprendizagem cuja proposta de avaliação consistia na realização de uma oficina desenvolvida na semana de Enfermagem com 13 pessoas. Apresentaram-se os resultados em forma de relato. Resultados: percebeu-se, mediante a experiência da execução da oficina, que os participantes, embora inseridos na área da saúde, seja enquanto formação acadêmica ou atuação profissional, detinham um conhecimento vago acerca da temática das Práticas Integrativas e Complementares. Conclusão: tornou-se tal prática gratificante e exitosa na medida em que redimensiona e possibilita a ressignificação de fundamentos diante da produção do conhecimento na área da saúde, ao considerá-lo enquanto um processo dinâmico e não estático. *Descritores*: Terapias Complementares; Saúde; Educação Superior; Saúde Pública; Capacitação Profissional; Educação Continuada.

# **RESUMEN**

Objetivo: relatar la experiencia vivenciada por discentes del curso de maestría sobre la realización de un taller de prácticas integrativas y complementarias en salud, con enfoque en la Terapia Comunitaria Integrativa (TCI). Método: se trata de un estudio descriptivo, tipo relato de experiencia. Se dio el estudio a partir de la asignatura Proceso Enseñanza-Aprendizaje cuya propuesta de evaluación consistía en la realización de un taller desarrollado en la semana de Enfermería con 13 personas. Se presentaron los resultados en forma de relato. Resultados: se percibió, mediante la experiencia de la ejecución del taller, que los participantes, aunque insertos en el área de la salud, sea como formación académica o actuación profesional, tenían un conocimiento vago acerca de la temática de las Prácticas Integrativas y Complementarias. Conclusión: se ha convertido en tal práctica gratificante y exitosa en la medida en que redimensiona y posibilita la resignificación de fundamentos ante la producción del conocimiento en el área de la salud, al considerarlo como un proceso dinámico y no estático. Descritores: Terapias Complementarias; Salud; Educación Superior Salud Pública; Capacitación Profesional; Educación Continua.

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#### INTRODUCTION

The theme of Integrative and Complementary Practices in Health (ICP's) has been successful in recent years, making it an attractive option both for users and health professionals<sup>1-2</sup> who turned their attention to practices based on the triad body-mind-soul.<sup>3</sup> Both in terms of the provision of therapeutic services and in the combination of these with traditional therapeutic procedures.<sup>4</sup>

The prevalence of Complementary and Alternative Medicine (CAM) in the population is notoriously evident, as shown in studies conducted by the National Health Interview Survey (NHIS) in 2012, which indicated that around 36% to 42% of the population adult population has used some complementary practice.<sup>5</sup>

Such an advance in this respect is related to the movement in the field of new conceptions of learning and practicing health, based on interdisciplinarity and singular singular languages, in opposition to the health technology paradigm, predominant in the market society, whose fragmentation of the treatment to the patient centered in specialties no longer gave account of the totality that dimension the human being.<sup>1</sup>

However, it is clear that the increasing number of ICPs has been one of the major challenges for academic and professional training, since there are few universities that provide these practices as a discipline of academic curricula.<sup>2</sup>

ICP's are configured as a set of care practices that seek to stimulate the natural mechanisms of disease prevention and health recovery through light, effective and safe technologies. They become, then, important therapeutic strategies for the users based on the humanization of care and self-care centered on the integrality of the subject.<sup>6</sup>

It is reported that, in the Brazilian context, National Policy on Integrative and Complementary Practices (NPICP) was created in 20067 and is currently constituted by 29 practices: ayurveda; homeopathy; Traditional Chinese medicine; anthroposophic medicine; medicinal plants / phytotherapy; art therapy; biodance; circular dance; meditation; music naturopathy; therapy; osteopathy; chiropractic; reflexotherapy; reiki; shantala; social thermal chronotherapy; / apitherapy; aromatherapy; bioenergetics; family constellation; chromotherapy; geotherapy; hypnotherapy; imposition of hands; ozonotherapy; floral therapy and ICT.8-9

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It is explained that, constituted in the NPICP, the ICT is a therapeutic instrument characterized as a space of sharing of suffering and life histories to overcome the problems of daily life. It becomes, in this sense, an important strategy of care in mental health through qualified listening and the link as aspects capable of building networks of social support and quality of life for individuals.<sup>10</sup>

However, in analyzing progress with regard to ICPs,<sup>1</sup> considers that such practices are understood as a new way of practicing health, a challenge both for universities and for professionals who are in the health workforce.

It is shown that alternative medicine is constantly changing and accentuated diversity, which portray significant objections in the cataloging and classification of these. It is noteworthy that these obstacles that go against acceptability by traditional medicine as part of a professional specialty in health, which allows relevant space for subjective interpretations and judgments of its use.<sup>11</sup>

Thus, through the scarce approach within educational institutions about ICPs, the need to propagate discussions focused on the academic and professional environment, regarding the construction of knowledge about alternative practices in the production of care, particularly relevant to the academic world, as well as to health services.

In this perspective, the workshops are considered as important didactic teaching / learning strategies, characterized by being a methodology that works in group reflection. To this end, benefits are provided to both workshop facilitators and participants.

# **OBJECTIVE**

• To report the experience of students of the master's degree course on the realization of a workshop on integrative and complementary practices in health, with a focus on Integrative Community Therapy (ICT).

# **METHOD**

This study is based on the experience of students of the postgraduate program at the master's level of a public university in the interior of Bahia / Brazil. The experience was based on the discipline Teaching-Learning Process, whose evaluation proposal consisted of a workshop to be offered at the 12th Nursing Week in Jequié, Brazil, in May 2018, with the following theme: "A centrality of nursing in the dimensions of care".

It was necessary, for the development of the experience here reported, firstly, the dissemination of the workshop, through oral communication, sharing in social networks and printed with the theme, explaining relevant information so that interested parties could arouse the desire to perform the registration.

The theme of the workshop was: "Knowing Integrative and Complementary Practices in Health: ICT as an instrument of innovation for care", to discuss the National Policy on Integrative and Complementary Practices in Health and the approach of the ICT wheel as a important methodology of care.

The workshop was chosen by affinity with the ICPs and for believing that it would be relevant, since it is configured as an integrative modality in evidence in the field of public health. The event was attended by professionals of Nursing, Physiotherapy, Dentistry, Psychology and students of higher level and Nursing technician, totaling 13 people, more specifically, ten in the Nursing area and one professional in each area: Psychology, Physiotherapy and Dentistry.

The workshop, which lasted four hours, was divided into three moments: in the first moment, the speakers were presented to the group, a moment to know the scenario, that is, the configuration of the target audience and the survey about the prior knowledge about ICPs, as well as the most frequent doubts regarding what was new for the UHS.

Afterwards, a space was provided for reflection on "what would be the ICP's?", Followed by the presentation of the NPICP guidelines, with the conceptualization of the ICT. The didactic strategies were taken in the oral presentation through Power Point and the use of videos that dealt with Complementary Integrative Practices and ICT.

In order to experience the proposed theme, a ICT round followed the steps proposed by the idealizer of the method, Adalberto Barreto, in 1987,8 respectively, the reception, choice of theme, contextualization, problematization and closure, and finally, a space was provided for dialogue about the experience and final considerations.

### **RESULTS**

It was verified that 61% (8) of the participants did not know the integrative and complementary practices, and 23% (3) had already participated in some practices, namely: ICT; auriculotherapy; reiki and art therapy.

It should be noted that another important fact is that the experience showed that only

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five (38%) of the participants knew about ICT. It is reported that bringing this method as a demonstration at that time was rewarding for all involved. For it was possible to transform the space of the workshop into a friendly and welcoming environment for the better integration of the group, favoring exchange of experience and knowledge construction.

It is added that, from the perspective of knowledge dissemination, bringing the ICT to the workshop format was a simple demonstration of the applicability of ICPs previously not experienced by the majority of the participants in the health field.

It was also possible to sensitize them to learn about other practices, since, at that time, 69% of workshop participants showed an interest in knowing other ICP procedures, including shantala, circular dances, auriculotherapy and yoga.

It is also shown that the workshop also improved the teaching-learning process of the master's students and, also, the expansion of the knowledge production in the health area, as well as the reflection on the paradigms that involve the health-disease process, in the which concerns the therapeutic health care.

### **DISCUSSION**

It is known that PNPICP<sup>7</sup> predicts about the dissemination of basic knowledge of each of the practices, both for health professionals, as well as for managers and users.<sup>8</sup> Through this experience and through the experience of the execution of the workshop, it was noticed that the participants, although inserted in the health area, as an academic formation or professional activity, had a vague knowledge about the subject of Integrative and Complementary Practices.

It is corroborated, based on this assumption, to infer about the difficulties encountered in accepting these integrative practices in the UHS, in view of the knowledge and understanding of this alternative care model, thus inserted within UHS and recognized as care approach by various professional health categories in the country at federal, state and municipal levels. 10

Thus, in order to guarantee integral care and the universality of care, the NPICP is expanding, therefore, the health system itself provide subsidies does not for its implementation, such training of as professionals and students in the area of health, health, 14 in the face of lack of disclosure about ICPs, as well as accessibility free workshops to courses, and

implementation of disciplines in academic health graduation.

It is pointed out in this same perspective, <sup>14-5</sup> for the importance of the insertion of these same practices in undergraduate courses and the need for qualified teachers in the area of ICPs aimed at knowledge regarding the care model that includes experiences and knowledge that involve the service of health and the lives of individuals.<sup>2</sup> It should be emphasized that, in view of the need to develop professional skills in this area, whose university field becomes an essential space for knowledge about these therapies in a safe and effective way.<sup>4</sup>

It was also found in the experience scenario that participants recognized the importance of training and continuing education in the health area, both for the profession and for the service.<sup>15</sup>

The construction of knowledge, through the exchange of experience, and the improvement of the practice of the teaching-learning process, as well as the expansion of knowledge of all students, are favored in the field of learning of those involved in the ICPs.

Thus, the workshop methodology allowed for a collective work on the ICPs, as well as their benefits for users and the community, since, <sup>16</sup> the learning process aims not only to transfer knowledge, but also to create possibilities for its construction.

It should be noted that another important point to be discussed is the knowledge about ICT, which, although little known, representing only 38% (5) in this study, has become an important technology of care, through health promotion prevention. It has been gaining attention in the same way by the researchers in recent years in the scientific environment, since it is a strategy that provides a narrowing between scientific and popular knowledge, and this contributes to the improvement of the quality of life of the inserted users in communities. 17

It is observed in this regard that bringing the experience of the community therapy wheel was essential for the success of the dissemination of ICPs and ICT, as well as creating friendly and welcoming а environment for better integration of the group, which served as production space of knowledge, in the face of the discussions about the possibilities of care, through alternative models of health promotion, more capable of caring for the human being in its totality, 1 in order to introduce them into their respective spaces of action.

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It is demonstrated to other students that this type of experience also had positive meaning. It is noticed that, when bringing to the academic field, ICPs have become an adequate tool for teaching and learning. <sup>18</sup> This relationship is proved by a study carried out with medical students using meditative techniques, music and ICT, which they considered an interesting learning experience, reflecting on their attitudes and choices. <sup>18</sup>

Thus, ICT confirms the consolidation of care by showing itself as an important instrument of preventive actions for mental suffering and for the promotion of mental health, providing for the indispensability of preparing individuals communally, as well as professionals of health, to foster the development of effective strategies as opposed to traditional care, with a focus on building empowerment even in adverse situations.<sup>19</sup>

In view of this, and considering training as a production of knowledge and professional practice, not distant or separate from the research process, <sup>20</sup> the experience was gratifying and successful insofar as it redimensioned and enabled the re-signification of foundations, in view of the production knowledge in the health area, considering it as a dynamic and non-static process.

The workshop also allowed for the reflection and the change of paradigms that involve the health-disease process, the improvements in the therapeutic assistance in health and in the work. It is important to note the importance of listening and humanized listening, considering the autonomy of the integral subject and opposing the Cartesian view still predominant in the assistance based on the dichotomy mind versus body.<sup>21-2</sup>

# **CONCLUSION**

The advances in health provided by ICPs are becoming noticeable, revealing the care that transcends traditional medicine, directly reflecting health and illness processes.

Such therapies bring new conceptions and concerns about the need for health professionals to sharpen their eyes on the individualities of each individual, holistically understanding both the factors that trigger disease and the factors of protection.

It is concluded, in short, from the study, that it was sought to provide greater consistency in the literature on ICPS, through the applicability of the same, and, emphasizing in this study the ICT, it is expected that this report sensitizes professionals of the area so that they

incorporate in their health work actions the need to take care of the mental sufferings, centered in the subject, in favor of the quality of life and, likewise, to stimulate the absorption of these practices as possible technologies in the care.

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