

87 - QUICK MESSAGE IN UNIVERSITY TEACHERS FOR STRESS REDUCTION

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INTRODUCTION

A component recognized as the main component of a healthy life is happiness (Diener, Scollon & Lucas, 2003). Although the modern lifestyle does not stimulate the evaluation of moments of happiness or fulfillment, there is a daily incitement of planning for the challenges of modern life to be overturned, challenges ranging from keeping a job to practicing actions that in turn promote physical, emotional and social integrity. So that greater attention was given to the subject of happiness and well-being. (MAURÍCIO, G. D., PORTO, 2018)

After decades of research, researchers were able to install the concept of well-being in the scientific field of psychology and turn the subject into one of the subjects most emphatically discussed and applied to understand the psychological factors that make up a healthy life. (NAHAS, M. et al, 2011)

According to Ryan and Deci (2001), the most prominent conceptions of today's well-being in the psychological field can be organized in two perspectives: hedonic well-being, which addresses the subjective state that well-being is in happiness and pleasure, and eudemonic well-being that addresses the thought that it is in the full functioning of a person's potentialities, being they their ability to think, use reasoning and common sense as the path to well-being.

It can be said that, well-being is altered when we do not promote balance with stress. Stress is considered an emotional or affective state, which can be defined as a set of internal changes of individuals, which they themselves recognize as being potentially threatening. (VEIGAS & MARTINHO, 2009)

It can be said that stress is a set of biochemical conditions of the human organism, which is reflected by the body's attempt to adjust to the demands of the environment (ALBRECHT, 1988).

Nowadays, it is almost impossible to lead a life without stress, but much of it can cause certain physical and emotional damages, which when accumulated in an exacerbated way, can end up causing irreparable damages. In the daily life of all professionals, stress has become a routine that many believe even they only perform better when the situation reaches its maximum level of stress and chaos. But most of the time, these same professionals forget that their constant emotional and physical pressure makes it even harder to enjoy what they constantly struggle to achieve. (BURROWS, D., and McGRATH, 2000)

With this in mind, research has been carried out and scientists have stated that most diseases are of emotional rather than physical origin. Therefore, the professional should reassess their priorities and keep in mind that life is a constant balance between good and relaxing moments with moments of stress and tension, always focusing on their well-being and quality of life.

We then decide to do this so that the stress and fatigue accumulated throughout the school year are alleviated through a moment of relaxation and distraction. Where a Quick Massage will be performed is a technique that emphasizes the promotion of immediate relaxation of tensions by manipulating tension points most affected during the day, such as neck, back, arms and shoulders. Having its duration varied from fifteen to twenty minutes, all these areas will be massaged and an immediate relief of pains, physical and mental fatigue, decrease of the stress should be felt. In addition to promoting the sensation of lightness post-procedure. (NESSI, 2018).

According to the Manual of PIC - The Community Interdisciplinary Program of the Anhembi Morumbi University, the PIC was developed jointly by students of the School of Health Sciences of the Anhembi Morumbi University with the objective of fomenting the multidisciplinary work teams, seeking that the student can be fully improved.

The implementation is through an obligatory curricular unit in the matrices of the courses. The practice involves visits to the university's partner institutions to the teaching environment, where students conduct research and plan interventions to promote health and quality of life.

During the semester, students are guided by teachers on the conduct of work, from planning to execution, and are evaluated through their participation, integration and commitment to the project.

Teaching is one of the oldest occupations, and the profession of teacher emerged even before the creation of educational institutions. This profession has changed over time. Today's teacher is very different from before, and this is due to the transformations that are occurring in the world of work and the population (AGUIAR, 2010).

Viega (2005) states that the work of teachers has taken on a dimension that goes beyond just knowing the content to be taught in the classroom, and what teaching means this work that the teacher carries out within the institutions. Where it is in the process of expansion, demanding adequate preparation for its performance.

According to Pimenta and Anastasiou (2008) the teacher of higher education builds his identity, starting from the principle of teaching and research since these are part of the teaching activity at this level. Emphasizing that identity is something built according to society and that teaching, far from being aesthetic, changes as a social practice, since it involves the direct interaction between the subjects, modifying them to the same extent. Teachers are continuously qualified through specialization programs, master's degrees and doctorates.

According to Brazil (1996), in the case of LDBEN 9394/96 (Law on the guidelines and bases of national education), it is perceived that the teacher, who works in higher education, requires an integrality of interrelated knowledge, in addition to of a specific degree in the training of masters or doctors, but nevertheless, it is noted that is not given the importance importance to the question of practice, where it is emphasized that its formation will be constituted in the masters and doctoral programs.

Exercising the teaching activity implies, for the teacher, an occupation that requires a certain degree of skill, preparation and up-to-date knowledge, at the same time as this professional needs to practice actions that develop cognitive, affective and social skills (MARTINS, 2005).

The university professor, for the type of work he will develop with his students, must have a reflexive sense, which can help the students in the construction of teaching-learning, where this occurs in a very different way at this level of teaching. And this reflection is achieved through research, which can enable a closer look at reality. For the satisfactory performance of the teacher, there must be an investment not only in methodological techniques, but also in which the professional awakens the importance of critical reflection before the society to which it is inserted (AGUIAR, 2010).

Nóvoa (1992) points to three aspects that are very important in the construction of the teaching identity of higher education: personal performance, professional development and institutional development. From the moment that the professional acts in the university teaching, it also happens to be his career (AGUIAR, 2010).

Stress is a set of biochemical conditions of the human organism, reflecting the body's attempt to adjust to the demands of the environment (ALBRECHT, 1988).

The consequences of stress affect organizational institutions and put at risk the motivation, performance, productivity, self-esteem and health of its members. Stress can be described as "a force, tension, pressure, compression" or even as a physical or psychic state "charged with deforming energy." It is perceived as a situation of acute or chronic tension, which produces a change in the physical behavior and the emotional state of the individual, a response of psychophysiological adaptation that can be negative or positive in the organism (MOLINA, 1996).

A stressor agent can be anything that causes a break in internal homeostasis that requires some adaptation, and the stressor is also considered to be any event that intimidates, confuses or excites the person (LIPP, 1996).

There are four phases of stress, and we understand by stages those that contemplate alertness, resistance, almost exhaustion and exhaustion, and which are characterized by a set of symptoms peculiar to each one of them. According to Nessi (2013), he cites the phases of stress:

Alert phase: it is the positive phase of stress. When the person initially confronts a stressor, an alert reaction sets in and the body prepares for the "fight or flight", with the consequent break of homeostasis. It is at this stage that an increase in productivity occurs, and if a person knows how to manage stress, he can use it for his benefit because of the motivation, enthusiasm and energy it produces. The characteristic symptoms are: increased respiratory rate, bronchial and pupil dilation, contraction of the spleen and increase in the number of lymphocytes in the blood stream, to repair possible damage to the body. We notice the reactions of muscle tension, cold sweaty hands, knotted sensation in the stomach and increased perspiration.

Resistance phase: occurs if the alert phase is maintained, that is, if the stressor persists or if it is of long duration and excessive intensity, but not harmful to the organism. By means of its reparative action the organism tries to reestablish the homeostasis. There are two symptoms that appear quite frequently at this stage: the generalized feeling sensation with no apparent cause and difficulty with memory.

Almost exhausted phase: occurs when the voltage exceeds the limit of the manageable and the physical and emotional resistance begins to break. It is a phase characterized by a lot of anxiety.

Exhaustion phase: the phase considered by several authors as the most negative of stress. It is pathological and occurs when the stressor lasts longer or when other stressors occur simultaneously, evolving the stress process. In this way, the psychological exhaustion is installed, in the form of depression. It is characterized by the appearance of the symptoms of the first phase, in addition to others such as: insomnia, dermatological, stomach, cardiovascular problems, emotional instability, sexual apathy, acute anxiety, inability to make decisions, will to escape from everything, self-doubt, irritability. In the physical area, it is characterized by the presence of arterial hypertension, gastric ulcers, retraction of gums, psoriasis, vitiligo and even diabetes. In some cases, death may occur.

The term occupational stress refers to the stress relationships that occur in the context of occupational occupations (CARDOSO, et al., 2000). Both teaching and other activities can be sources of stress that would cause an imbalance between the perceived demands of the environment and the individual abilities to face it (MARTINS, 2005).

Occupational stress of teachers, according to Reinhold (1984, 2002), refers to a syndrome of responses to negative feelings, usually accompanied by potentially pathogenic physiological and biochemical changes resulting from aspects of the teacher's work and mediated by the perception that the professional demands constitute a threat to their self-esteem or well-being.

Anxiety can be defined as a future-oriented condition, characterized by apprehension about the perception of not being able to control or predict potentially aversive events; the existence of bodily symptoms of physical tension; and the deviation from the focus of attention to these potentially aversive events or the affective responses elicited by them (BARLOW; DURAND, 2008). Despite their protective function related to the evolution of the species, some people may become hypervigilant in some moments, generalizing the anticipation of possible dangers, causing the exaggeration of anxious responses emitted (EYSENCK, 2007). Anxiety and its consequences represent some of the most common sources of suffering in the field of mental health (WOLPE, 1984).

Coêlho and Tourinho (2008) reviewed the scientific literature on the concept of anxiety under the Behavior Analysis framework and report that there are several ways of conceptualizing the construct even within the same theoretical framework. Exposure of an organism to aversive and pre-aversive stimuli causes particular physiological changes in its general response. These changes can reach the level of being unpleasant when intense, repetitive, and especially when there is no possibility of avoiding or avoiding the aversive stimulus. They consider that one of the components of the relations that define anxiety in its different degrees of complexity is the signaling or anticipation of an event with negative or positive reinforcing function that can acquire an aversive function.

Pagotti and Pagotti (2007) have written that teaching is identified as a great generator of anxiety, especially for primary and secondary school teachers, when compared to higher education.

More and more people talk about quality of life. It is a conception that involves parameters of the areas of health, architecture, urbanism, leisure, gastronomy, sports, education, environment, public and private security, entertainment, new technologies and everything that relates to the human being, its culture and its medium (TRIGO, 2012).

To better understand the area of knowledge in quality of life, it is necessary to adopt a perspective, or a complex paradigm of the world, because it is expressed in the relation between Man, nature and the environment that surrounds him (BARBOSA, 1998).

University teachers are responsible for training professionals from different areas of knowledge. Due to the responsibility, the workload, the environment and the demand for work, their quality of life can be constantly altered (KOETZ, REMPEL & PÉRICO, 2013).

Analyzing the term quality of life, it is noted that the use of the word Quality to this form of world perception establishes an existence inherent to this field of knowledge, regardless of whether it is considered good or bad. Quality of life has always been among men; refers to the interest in life. Therefore, it is possible to establish that quality of life is not something to be achieved, an object of desire of the contemporary society that must be incorporated into life from individual effort and dedication. On the contrary, it is a perception that has always been and will always be present in the life of the human being. The fact is that, from this type of analysis, all subjects have quality of life, not being an element to be achieved through actions embedded in the standard of good life of contemporary society; however, the interesting thing for each one's life is to seek a good quality against their individual possibilities of action (ALMEIDA, GUTIERREZ, & MARQUES, 2012).

For Nahas (2001, p. 5), quality of life is the "human condition resulting from a set of individual and socio-environmental parameters, modifiable or not, that characterize the conditions in which the human being lives."

Gonçalves (2004, p.13) defines quality of life as "the subjective perception of the process of production, circulation and consumption of goods and wealth. The way each of us lives in our day-to-day lives."

Finally, quality of life for the World Health Organization (WHO) is "the individual's perception of their insertion in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns "(ALMEIDA, GUTIERREZ, & MARQUES, 2012).

It is not possible to have a single definitive concept on quality of life, but one can establish elements to think of this notion as a result of objective (social) and subjective indicators or spheres, based on the perception that the subjects construct in their environment (BARBOSA, 1998).

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In this sense, it is necessary to think of spaces of support to the teachers, where they can expose their anxieties and doubts. It is important that these spaces do not have the character "to discover difficulties", but rather a space of support where one teacher can help the other in their difficulties, constructing and deconstructing the difficulties and the potentialities of being a teacher. It is perceived that work takes a fundamental dimension for teachers. Because it is a profession in which culture and social recognition are preponderant, especially in higher education, health education actions will be extremely important to think about the quality of life. Finally, it is important to highlight the immense responsibility of a teacher to assume the role of protagonist in the training of future Brazilian professionals, as well as to allow us to know them as actors of education. It is admired for choosing the challenge of being educators at a time when technologies allow such an intense flow of communication that requires constant training (KOETZ, REMPEL & PÉRICO, 2013).

Blood Pressure (BP) is a variable of great utility in clinical practice. Its measurement is a simple procedure, low cost and easy to carry out, highlighting the need for its technically correct acquisition, following the recommendations of the VI Brazilian Hypertension Guidelines (DBH VI).

The increase in cardiovascular risk associated with elevated blood pressure (BP) is now a well-founded concept in several scientific evidences. This relationship is continuous, positive, consistent and independent of other cardiovascular risk factors. Knowledge about the benefits of BP reduction through measures involving changes in lifestyle and drug use has grown greatly from information from controlled clinical trials. Measures related to lifestyle modifications, especially weight reduction, salt intake, alcohol intake, improvement in quality of life, as well as the adoption of a diet rich in fiber and low in saturated fat, besides a regular physical activity, have already proven to be effective in reducing BP, improving antihypertensive efficacy and decreasing cardiovascular risk (POZZAN, 2003).

The control of BP is fundamental for the success of the treatment of hypertension. However, it is also very important to identify, treat and control other cardiovascular risk factors that may be present. The strategies for these purposes can be individualized or in actions of population scope (POZZAN, 2003).

METHODOLOGY

The methodology consists of the application of Quick Massage to university teachers, 53 volunteers of both sexes, between 27 and 68 years old, in two sessions, at the Anhembi Morumbi University Campus - Campus Centro.

Procedure was performed through the volunteer's reception, filling in the technical file, blood pressure measurement, after being referred to the Quick Massage (ergonomic chair for massage) and applied the Quick Massage sequence (Neuman, 2012) with duration of 15 minutes. At the end of the massage, blood pressure was again measured. The apparatus used was the Premium Sphygmomanometer with manometer 0-300 mmHg, with clamp and deflation valve.

Inclusion was carried out through volunteer teachers with good health and the exclusion was all with health compromises, such as decompensated blood pressure, wounds, malaise, dizziness, decompensated diabetes, fevers and infections.

Quick Massage has deep roots, techniques and movements emerged in the eighth century in Japan. In 1983, in San Francisco, USA, began to be developed by David Palmer, the first chair of Quick Massage and the method that is currently

associated with it (NEUMAN, 2012).

According to Pereira (2013), in the year 1984, David Palmer asked a carpenter to make a model of chair that would lend itself to the exercise of sitting massage. The first models were heavy, but allowed the improvement of the technique by many professionals. A few years later, the original wooden chair of about twelve kilograms was replaced by a much lighter metal model with almost half the weight. From there, the use of the chair for sitting massage, or express massage, has spread in many countries.

Quick Massage is a technique that emphasizes relaxation of the body, providing instant tension relief. The most worked places in Quick are the points of tension reached throughout the day, such as the neck, back, arms and shoulders. With about ten to twenty minutes, all of these areas are massaged. The massage brings an immediate relief of pain, physical tiredness, mental tiredness, decreased stress, promotes feeling of lightness after the massage. (NESSI, 2018).

The seated massage has some advantages over other massages where the client remains dressed and not feeling exposed or vulnerable as in traditional massages. It can also be performed in public places, which allows external observations, as well as the duration, which varies from 15 to 20 minutes, and can be performed during the lunch break or in the coffee break (NEUMAN, 2001).

According to NESSI (2018) Quick Massage is indicated for those looking for a quick service, especially for people who have little time and who suffer with the consequence of the busy city life. With the correct application of the technique, the client will feel immediate relief from pain, physical and mental fatigue; stress; muscle discomfort; tendinitis; Headache; improvement in blood circulation; reactivation of energy lost throughout the day.

RESULTS

The visits were performed on the first day 28 teachers received Quick Massage, and the next day 25, totaling 53 consultations. The largest audience was female, 33 people, 20 of whom were male. It was open to the public to return to the second day of service, and 5 people benefited.

Through the questionnaire at the beginning of the procedure, we aimed to identify how many people have already received some massage. With the total public of 53 people, 46 have already enjoyed this service, and only 7 have not.

Our target audience was the teaching staff, regardless of the area of activity, and at the end of the two days of attendance, we observed that our action reached people working in 26 different areas, they are: Architecture: 5; Assistant: 1; Civil aviation: 1; Biology: 3; Biomedicine: 1; Accounting sciences: 1; Coordination: 3; Communication: 3; Board of Directors: 1; Nursing: 1; Engineering: 2; Aesthetics: 4; Pharmacy: 2; Physiotherapy: 1; Speech therapy: 1; Photography: 1; Gastronomy: 1; Journalism: 1; Mathematics: 1; Medicine: 2; Naturology: 2; Business: 1; Nutrition: 1; Psychology: 4; Theater: 1; Veterinary: 1.

The blood pressure measurement played a fundamental role in this work, the results obtained through it together with the teachers' reports before and after the massage, proved the effectiveness of the Quick Massage technique for body relaxation.

As we can see in the tables below, 38 teachers had their blood pressure reduced.

Many teachers were happy to learn that Quick Massage would be available to them, and then formed a line of interested people.

The reports passed by them at the beginning of the procedure is that this profession is stressful, especially at the end of the semester, due to the obligations and deadlines to be met. They are: Customer, C.P.T, 43 "Only slept 2 hours the night before due to work"; Client, M.S.V, 38 "has high blood pressure, makes use of hypertension medication and was very hungry at the moment"; Client, J.C.O, 56 "due to an event, arrived to work extremely nervous". These are examples that intensify stress.

The average of the 53 evaluated before the massage (pre-massage), was of blood pressure of 120 x 80 mmHg, after massage there was a decrease of 38 patients attended, 17 with 1 point for diastole and 21 with 1 point for systole.

FINAL CONSIDERATIONS

From this sample it was possible to attend teachers from 26 different areas of activity and it was found that 38 of the 53 teachers had their blood pressure reduced. All volunteer participants reported relief of muscle tensions, body relaxation, increased sense of physical and mental disposition. The reports of the need for continued action with Quick Massage was with everyone massaged. We conclude that the Quick massage technique is indicated for the reduction of stress and promotes physical and mental well-being.

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QUICK MASSAGE IN UNIVERSITY TEACHERS FOR STRESS REDUCTION

INTRODUCTION: The Quick Massage technique consists of manipulating the main tension points such as neck, back, arms and shoulders, providing relaxation of the body, immediate tension relief, physical and mental fatigue, muscle discomfort, tendonitis, headaches, improvement of the blood circulation and reactivation of the energy lost during the day, being able to reduce the stress with application of 15 minutes of massage. **PURPOSE:** to apply Quick massage to university teachers for stress reduction. **METHODOLOGY:** The application of Quick Massage to university teachers, 53 volunteers of both sexes, between 27 and 68 years old, in two sessions, at the Anhembi Morumbi University Campus - Campus Centro. Procedure was performed through the volunteer reception, filling in the technical file, blood pressure measurement, after being referred to the Quick Massage with duration of 15 minutes. At the end of the massage, blood pressure was again measured. The sample consisted of 53 teachers. **RESULTS:** From this sample it was possible to attend teachers from 26 different areas of activity and it was found that 38 of the 53 teachers had their blood pressure reduced. All volunteer participants reported relief of muscle tensions, body relaxation, increased sense of physical and mental disposition. **FINAL CONSIDERATIONS:** We conclude that the Quick massage technique is indicated for the reduction of stress and promotes physical and mental well-being.

Keywords: Quick Massage; Teachers; Stress.

MASSAGE RAPIDE CHEZ LES ENSEIGNANTS UNIVERSITAIRES POUR LA RÉDUCTION DU STRESS

INTRODUCTION: La technique de massage rapide consiste à manipuler les principaux points de tension tels que le cou, le dos, les bras et les épaules, à fournir une relaxation du corps, un soulagement immédiat de la tension, une fatigue physique et mentale, une gêne musculaire, une tendinite, des maux de tête et une amélioration de la circulation sanguine et la réactivation de l'énergie perdue tout au long de la journée, capable de réduire le stress avec l'application de 15 minutes de massage. **OBJECTIF:** appliquer le massage rapide aux professeurs d'université pour réduire le stress. **MÉTHODOLOGIE:** L'application de Quick Massage aux professeurs d'université, 53 volontaires des deux sexes, âgés de 27 à 68 ans, en deux sessions, au campus universitaire Anhembi Morumbi - Campus Centro. La procédure s'est déroulée lors de la réception des volontaires, en remplissant le dossier technique et en mesurant la pression artérielle, après avoir été référée au massage rapide d'une durée de 15 minutes. À la fin du massage, la pression artérielle était à nouveau mesurée. L'échantillon était composé de 53 enseignants. **RÉSULTATS:** À partir de cet échantillon, il a été possible d'assister des enseignants de 26 secteurs d'activité différents et il a été constaté que 38 sur 53 enseignants avaient vu leur tension artérielle réduite. Tous les participants volontaires ont signalé avoir soulagé leurs tensions musculaires, leur relaxation corporelle et leur sens accru de disposition physique et mentale. **CONSIDÉRATIONS FINALES:** Nous concluons que la technique de massage rapide est indiquée pour réduire le stress et favoriser le bien-être physique et mental.

Mots-clés: Massage rapide; Les enseignants; Le stress.

QUICK MASSAGE EN DOCENTES UNIVERSITARIOS PARA REDUCCIÓN DEL ESTRÉS

La técnica de Quick Massage consiste en la manipulación de los principales puntos de tensión como cuello, espalda, brazos y hombros, proporcionando la relajación del cuerpo, alivio inmediato de las tensiones, cansancio físico y mental, incomodidad muscular, tendinitis, dolores de cabeza, mejora de la circulación sanguínea y reactivación de la energía perdida a lo

largo del día, siendo capaz de reducir el estrés con aplicación de 15 minutos de masaje. OBJETIVO: aplicar el Quick massage en docentes universitarios para reducción del estrés. METODOLOGÍA: Aplicación de la Quick Massage en docentes Universitarios, 53 voluntarios de ambos sexos, entre 27 a 68 años, en dos sesiones, en el Campus Centro de la Universidad Anhembi Morumbi - Campus Centro. El procedimiento fue realizado a través de la recepción al voluntario, llenando la ficha técnica, la medición de la presión arterial, después de encaminarse a la Quick Massage con una duración de 15 minutos. Al final del masaje, nuevamente aferida la presión arterial. La muestra fue compuesta por 53 docentes. RESULTADOS: De esta muestra fue posible atender docentes de 26 áreas diferentes de actuación y se constató que 38 de los 53 docentes tuvieron su presión arterial reducida. Todos los participantes voluntarios, relataron alivio de las tensiones musculares, relajación del cuerpo, sensación de aumento de la disposición física y mental. CONSIDERACIONES FINALES: Concluimos que la técnica de Quick masaje es indicada para la disminución del estrés y promueve el bienestar físico y mental.

Palabras claves: Quick Massage; profesores; El estrés.

QUICK MASSAGE EM DOCENTES UNIVERSITÁRIOS PARA REDUÇÃO DO ESTRESSE

INTRODUÇÃO: A técnica de Quick Massage consiste na manipulação dos principais pontos de tensão como pescoço, costas, braços e ombros, proporcionando o relaxamento do corpo, alívio imediato das tensões, cansaço físico e mental, desconforto muscular, tendinites, dores de cabeça, melhora da circulação sanguínea e reativação da energia perdida ao longo do dia, sendo capaz de reduzir o estresse com aplicação de 15 minutos de massagem. OBJETIVO: aplicar a Quick massage em docentes universitários para redução do estresse. METODOLOGIA: Aplicação da Quick Massage em docentes Universitários, 53 voluntários de ambos os sexos, entre 27 a 68 anos, em duas sessões, no Campus Centro da Universidade Anhembi Morumbi – Campus Centro. Procedimento foi realizado através da recepção ao voluntário, preenchimento da ficha técnica, aferição da pressão arterial, após encaminhado para a Quick Massage com duração de 15 minutos. No término da massagem, novamente aferida a pressão arterial. A amostra foi composta por 53 docentes. RESULTADOS: Desta amostra foi possível atender docentes de 26 áreas diferentes de atuação e foi constatado que 38 dos 53 docentes tiveram sua pressão arterial reduzida. Todos os participantes voluntários, relataram alívio das tensões musculares, relaxamento do corpo, sensação de aumento da disposição física e mental. CONSIDERAÇÕES FINAIS: Concluimos que a técnica de Quick massagem é indicada para a diminuição do estresse e promove bem-estar físico e mental.

Palavras chaves: Quick Massage; Docentes; Estresse.