116 - ON THE ROLE OF "ALTERNATIVE PRACTICES AND THERAPIES" COURSE IN BSC NURSING PROGRAMS: MEETING DIFFERENT EDUCATIONAL PERSPECTIVES ON THE SCIENTIFIC PRODUCTION IN HEALTHCARE

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1 INTRODUCTION

Humankind along the history has always attempted to find out explanations for the process of falling in illness. In the past, nature was normally considered as the primary source of cure. Regarding this subject, Hippocrates (considered as one of the main philosophical cornerstones of Medical Sciences) described "health" as a harmony between the human being and the external environment. This definition prevailed until Middle Ages, thereafter hardly criticized by the Catholicism, which spread out the belief that a disease was a direct result of a sin committed by man against his God (TROVO, SILVA and LEÃO, 2009).

As the humankind becomes more complex by nature, different ways of noticing, preventing and treating different types of diseases also appear. Nowadays, however, the most controversial discussions on Healthcare are perhaps concerned with some serious limitations of the currently adopted "Biomedical Model" – a fact revealed by registered deaths caused by inadequate medical exams, drugs and surgeries. It seems therefore that trust in doctors is broken, indicating an unforeseen crisis in the Medical Sector. Considering that Brazil is on the top five ranking of the countries consumers of medicines (besides the use of intravenous injections in the agribusiness sector), the crisis becomes even more evident (KLIASS, 2012).

According to Tsuchiya and Nascimento (2002), such limitations are due to how the Biomedical Model (in which Mechanism, Empiricism, Determinism and Fragmentation prevails) affects the perspective of Healthcare professionals, weakening the holistic view of the human being. For instance, the fragmentation process can be used to analyze the essence of the human being. Nevertheless, the whole-part relationship ought to be considered as well. In sum, attention to the human-nature relationship is often neglected, such as the both sides of the relationship could be analyzed separately (BARRETO, 2011).

As scientific knowledge about the Medical Sciences advanced considerably, old-fashioned, local culture and alternative healthcare treatments have been abandoned. This can be explained by that these treatments often fall out of the rationale adopted the modern Medical Sciences (often blurred by high specialization, use of technological resources and business appealing). By consequence, alternative practices and treatments not scientifically evaluated are often denied. Scientific evaluation in this case often requires high-tech image analysis (e.g. CT scan and magnetic resonance), the output of which can be used to produce reliable medical procedure protocols and systematized methods, so as to ensure a high-level standards in Healthcare. Nonetheless, human (physical) idiosyncrasies may interfere in the systematization of this type of knowledge (BOSCO FILHO, 2010).

Barros and Tovey (2007) verified that between 1960 and 1970 there was a significant demand for alternative (complementary) therapies. Moreover, according to Organização Mundial da Saúde (OMS), approximately 66% of the worldwide population has been employing their commonsense knowledge and best cultural practices in healthcare as their only model of disease/illness prevention and cure up to 1970. By propagating the message of "Healthcare to All in the 2000 Year", for the first time OMS has recognized the role of alternative Healthcare practices and therapies disparate cultures, during the occasion of its 30th General Assembly (Alma Ata, 1978). These practices would be further used in the definition and implementation of basic guidelines in Healthcare in Brazil (BRASIL, 2009).

In order to provide a big picture of how Alternative Practices and Therapies in Healthcare have been employed at Sistema Único de Saúde (SUS), the Brazilian Ministry of Healthcare has funded some demographic research based on a sample of 5560 municipalities in Brazil. Only 1342 representatives of the municipalities answered the questionnaire, from which only 232 occurrences of Alternative Practices and Therapies have been reported. The most frequent practices comprised: Complementary Healthcare Practices (62%), Phytotherapy (50%), Homeopathy (35%), Acupuncture (34,9%) and Anthroposophic Medicine (1,7%) (BRASIL, 2011). Based on this survey, the Brazilian Ministry of Healthcare approved the National Policy of Core and Alternative Healthcare Practices (Política Nacional de Práticas Integrativas e Complementares – PNPIC) in 2006 in SUS, through the public directive GM 971/2006, on 3rd of May 2006.

After the adoption and consolidation of the PNPIC countrywide, Rio Grande do Norte has been the sixth Brazilian State to publish its Public State Policy of Core and Alternative Healthcare Practices (Política Estadual de Práticas Integrativas e Complementares – PEPIC), according to the public directive 274/GS, from 27th of June 2011. This policy establishes guidelines for diverse practices, such as Traditional Chinese Medicine, Homeopathy, Medical Plants and Phytotherapy, for the sake of example (DOE, 2011). The second guideline of this document comprises a plan for the development and consolidation of projects of Permanent Educational Programs in Healthcare, aiming to improve the technical skills of professionals working in the field of the Alternative Practices in Healthcare. The third paragraph of the second strategy of the above mentioned policy refers to the importance of the academic environment on promoting scientifically based discussions on the development and adoption of Alternative Healthcare Practices countrywide (DOE, 2011). Simply put, there is a need of including systematized studies about the referred practices in the Bachelor (BSc) Programs of the diverse Medical Sciences, so as to prepare future Healthcare professionals to deal with the increasing demand of the society for such practices.

The Brazilian Federal Council of Nursing (Conselho Federal de Enfermagem – COFEN) recognized and established the Alternative Practices in Healthcare as a High Level Educational Program to be provided by well-established educational programs and universities. Therefore, it becomes necessary to analyze these practices as reasonable alternative to provide high quality healthcare to the average population. This in turn may reestablish the fundamentals of the SUS policies, which includes an integrated and broadened view of Healthcare that goes much beyond the classic occidental Medicine (BOSCO FILHO, 2010).

In sum, it becomes crucial to discuss how the scientific knowledge on Alternative Healthcare Practices could be inserted in the educational programs of undergraduate and graduate courses in Nursing. Thus, the main goal behind this research has been to investigate how the BSc course "Core and Alternative Practices in Healthcare" has been generally provided and managed in the undergraduate courses in Nursing.

2 INVESTIGATION METHODOLOGY

The research reported here comprises a systematic review on the subject of approaching Alternative Healthcare practices in the academic sector. The research has been driven by the fundamental question of how these practices have been

systematically considered as part of the educational programs of undergraduate and graduate Nursing courses in Brazil. The systematic review has been elaborated based on a discovery and selection of specialized literature in different databases, followed by a theoretical classification. The selected literature comprised peer-reviewed published work collected from February to March of 2013. The main selected literature has been collected from well-known scientific publication bases, comprising the following sources: Scielo, Biblioteca Virtual da Saúde (BVS), Literatura Latino Americana e do Caribe em Ciências em Saúde (LILACS), Medical Literature Analysis and Retrieval System on-line (Medline). The main keywords used (originally in portuguese language) comprised: "Terapias Complementares", "Terapias Integrativas", "Enfermagem" e "Formação Acadêmica". The inclusion criterion adopted was the time of the publication (i.e. peer-reviewed work published from 1970 to 2013), subsumed to the results found written in Portuguese language, concerning the scientific subject in question.

3 MAIN FINDINGS AND DISCUSSION

The final selected papers included in this systematic review included six papers published between 1992 and 2007, according to the inclusion criteria previously mentioned. Detailed information about these publications is provided in the tables below. Table 1 contains a detailed index of these publications. Table 2 comprehends a theoretical summary of these publications, organized according to respective research goals, methodologies employed and main theoretical findings.

Table 1 – Literature Review on Alternative Practices and Therapies

Nº	Title	Full Index
1	Repensando Paradigmas de Saúde: Ensinando e Aprendendo Terapêuticas para ser Saudável.	Texto e Contexto Enfermagem 1992 Bireme-BT Patrício, Z, M; Saupe, R.
2	Métodos Terapêuticos Alternativos: Entendimento e Opinião de alunos de Enfermagem	Revista Ciência Saúde. 1993 Bireme - Biblioteca de Ciencias da Saúde – UFPR SAVI J, L; SAUPE, R; PATRICIO, Z M; SILVA, L, M, E.
3	Introdução à discussão sobre o ensino de práticas alternativas em saúde	Saúde Debate 1996 Bireme - Biblioteca de Ciencias da Saúde – UFPR. SERAVALLE, L; BOOG, M, C, F.
4	Terapias Alternativas/ Complementares No Ensino Público E Privado: Análise do Conhecimento dos Acadêmicos de Enfermagem	Revista latina Americana de Enfermagem 2003 Bireme/LILACS Trovo, M, M. Silva, M, J,P; Leão, E, R.
5	Terapias alternativas / complementares - a visão do graduando de enfermagem.	Revista Escola Enfermagem USP 2002 Bireme Trovó MM, Silva MJP.
6	O Ensino Das Terapias Alternativas E Complementars em Escolas De Enfermagem	Revista Gaucha de Enfermagem 2007 Bireme Barros NF, Tovey P.

Table 2 – Systematic Overview on the Selected Literature in Alternative Practices

Nº	Research Goals	Methodologies	Main Theoretical Findings
1	To report on the experience of implementing the course "Métodos Terapêuticos Alternativos" (Alternative Therapeutic Methods) in the BSC program of the Nursing course of the Federal University of Santa Catarina, based on the main standards and guidelines of Healthcare paradigms.	Narrative stories about teaching experiences during the processes of restructuring and evaluating the educational program of the BSC Nursing course.	Student's acceptation of the referred course seems to be intrinsically related to their beliefs about the state of illness and the process of cure. It has also been noticed that therapeutic methods which have been demonstrated, tested and evaluated among the students themselves have received more credibility regarding treatment efficiency. The course has provided a basic forum for the students to acquire a first impression and knowledge about novelties in alternative Healthcare treatments. These practices have also provided to the future nurse a holistic perspective on alternative Healthcare therapies, involving the relationships between the patient and his/her respective physical environment and socio-cultural issues. According to the authors, these practices are grounded on the principle of "taking care of yourself to be able to take care of others", especially recommended to professionals in Healthcare who are exposed to the risks of physical and psychological aggression, to the constraints of current Healthcare (national) policies, and the socio-economical limitations of the country.
2	To check student's opinion about what treatments are classified as alternative therapies in Healthcare.	At the end of the lectures, students were requested to write personal reports on open issues related to the content exposed during the lecture (specifically related to the alternative therapies).	367 reports have been collected, focused on 11 (eleven) types of alternative therapies, comprising and average of 33 (thirty-three) students per subject of study. Although an increasing interest in the course "Alternative Therapeutic Methods" has been noticed, practical acceptance and use of the knowledge acquired in the real-world still comprises a big challenge.
3	To report on the experiences in "Departamento de Enfermagem" (BSC Nursing, FCM/UNICAMP) along the last 8 years about the process of disseminating knowledge about alternative therapies in the academic environment in Healthcare sciences. The theoretical background adopted is based on the holistic perspective of Healthcare.	To describe methods and results achieved which provides a solid ground for comparative analyses among different alternative therapies, based on different Healthcare (methodological) approaches.	Based on formal guidelines provided by government Healthcare (regulating) organizations, the responsibility of transferring knowledge about these alternative treatments has been assigned to the University, according to its autonomy. Two aspects have been classified as critical: favorable conditions for the implementation of these alternative practices and the formal accreditation to apply these practices on real-world cases. Besides, it has been argued that, although the universities in general may not be open to dedicate research on alternative practices, this does not represent an impediment for non-official entities and individuals to employ such practices in real-world situations. The main conclusions of this research point to the need of combining different theoretical perspectives on teaching, doing research and providing practical assistance through the High Education Healthcare Institutions. It is recommended to conduct careful investigation and review on the theoretical background of the main BSC programs in Healthcare country-wide. It is argued that the lack of scientific explanation and evaluation of alternative practices should not limit the application of such practices when conventional treatments fail.
4	To discuss about the formal knowledge and best practices among the Nursing course students. To check if the High	Exploratory, descriptive and transversal field study. Sampling: 178 students regularly enrolled in BSC	This study has revealed that, although many High Education institutions have offered courses in this knowledge field, scholars have argued that most of the knowledge acquired in this field has non-scientifically proven provenance. Most of this knowledge comprehends

	Education Institutions providing courses on Alternative Therapies are compliant with the current government regulations for this knowledge domain.	Nursing courses answered a questionnaire about the corresponding field of study. The students were enrolled in different courses and years of the BSC program.	knowledge about medicinal plants. Special attention should be paid to the fact that most of the students do not have knowledge about the legal support and regulation for applying such practices. The authors raise further research questions, including: (1) Are the students aware of legal support and regulations for these practices? (2) How could Nursing students be enrolled in the formal market of Alternative Therapies without being enabled with the necessary knowledge assets? Finally, the authors emphasize the new role of the professional in Nursing, considering the opportunity of acquiring knowledge about these alternative therapies and practices and the possibility of educating patients about the use of these practices.
5	To assess if the students in Nursing have basic knowledge in Alternative Therapies and Practices and/or if such knowledge is used or recommended for use in practice.	Data has been collected from 96 students, distributed along the four years of the referred BSC Nursing program. This sample has comprised approximately 30% of the students enrolled in each year of the course.	It has been reported that 93,73% of the students have some knowledge about Alternative Therapies and Practices, and that such knowledge is acquired mostly from popular commonsense, and not from the BSC Nursing educational program. Besides, although 86.46% of the students would recommend the use of such practices, only a third of this percentage uses these practices in real-world situations. These research results are somewhat convergent with the ones of the results listed above in this table – that although conventional Medicine does not recognize formally the application of such alternative practices, a considerable slice of the population still uses these practices to mitigate Healthcare problems in real-life situations. Moreover, the authors report on the fact that most of the students do not have knowledge about the formal regulative support for the application of such practices. Finally, the authors argue about the importance of the professional in Nursing as an educator before the general population.
6	To provide a big picture about how the Alternative Therapies and Practices have been taught in 5 Nursing Schools of the State of São Paulo.	Structured interviews with the BSC course coordinators; Discussion about the sociological background, formal employment justification and strategies for implementing and maintaining these BSC courses.	This paper points to the need of producing a new paradigm integrating classical and alternative viewpoints in Healthcare. The authors reinforce the importance and classification of the alternative therapies and practices, grounding on the seminal works of Naghtingale and Marta Rogers (important Nursing theorists). For instance, these authors have mentioned in their works the use of cold and hot massages. The paper still emphasizes issues on self-care, self-perception and quality of life, put on debate by the main scholars in Nursing in Brazil. This debate is critical to the knowledge field of Healthcare Sciences in general, and more specifically to the Nursing area, for as the international research trends include research agendas to improve the overall qualification of professionals in Nursing.

According to the selected authors, there are already regulations and government policies for the use of Alternative Therapies and Practices. However, these policies are often subject of debate and resistance in the academic scope, and do not constitute a formally included topic in most of the High Level educational programs in Nursing, as argued by Patrício and Saupe (1992), for instance.

Another important fact refers to the lack of knowledge (of the students in Nursing) about the legal support for the application of the referred therapies and practices (vide papers 3-5). Paper 4 poses a research question of relevance: will the future professionals in Nursing be prepared to claim their legal rights on the exercise of alternative practices and therapies? Papers 3 and 5 point to the issue that, although most of the High Level Education Institutions of Nursing may not formally recognize the teaching relevance of the alternative therapies and practices, this is not an impediment for the general population to seek for and apply such practices in practical and emergent situations. Besides, knowledge about such practices keeps to be spread out by non-scientific organizations. Moreover, all the authors seem to agree with the fact that Nursing, as a knowledge domain, is evolving towards acquiring a strong identity as a scientific area of study, better treatment applications and results, advances on providing integrity, quality and humanized healthcare. The authors also agree on the role of Alternative Practices and Therapies as an important knowledge asset for the future nurses aiming to improve the overall quality of life of patients, as well as to develop interdisciplinary relationships.

Specially on what regards the research issues raised in paper 3, it is argued that the lack of scientifically proven knowledge about the corresponding alternative practices should not constitute an impediment to the application of popular (or commonsense) knowledge about these practices in order to release pain and providing treatment to patients which do not respond to conventional treatments anymore.

Finally, it is worth to highlight the research reports provided by Servale e Boog (1996) – conducted in the academic environment of Departamento de Enfermagem da Faculdade de Ciências Médicas (Department of Nursing of the Faculty of Healthcare Sciences, UNICAMP), about the process of introducing a formal course on Alternative Therapies and Practices in the BSC Nursing program, based on an inaugural lecture about the topic in 1987, grounded on a holistic perspective of Healthcare (i.e. the association of the conventional biomedical model and the alternative practices). In 1989, the discipline was offered by UNICAMP as an extra-curricular component course (35 hours/course). Since then, there has been a growing interest in the area of Phytotherapy. Nevertheless, the authors have reported on that such a course is not included in the official BSC Nursing program, and for not representing a field subject of formal scientific inquiry and evaluation, should not be considered as a proper research subject. Moreover, this study still reports about the lack of knowledge of the students about the legal support to the referred practices provided by COFEN/COREN.

4 CONCLUSION

This paper has pointed to the absence of formal treatment and research literature about the inclusion of Alternative Practices and Therapies as part of BSC Nursing educational programs. It has also been reported that the inclusion of this knowledge field as part of research agendas of the main Nursing courses in Brazil has been performed gradually, but slowly. Despite the fact that legal support is already provided by some of the most important regulating organizations in Nursing, the knowledge domain in question is still not well-accepted in the academic sector as a formal research field. Therefore, the main goal of the research reported in this paper has been to provide a historical background about the insertion and systematization of the knowledge domain of Alternative Practices and Therapies as part of the Nursing Courses provided by High Education Institutions in Brazil.

It is worth however to highlight that the research reported here is based on sampling works developed mostly in the South and Southeast regions of the country. Therefore, the knowledge contribution provided in this paper becomes especially relevant to the scholars of the Northeast region of Brazil, which has a wide historical and cultural background on the popular use

of alternative practices and therapies. Such regional/local knowledge has been recently reinforced by the publication Public State Policy of Core and Alternative Healthcare Practices. Such regulations are compliant with important theoretical guidelines provided by classic Nursing models and theories, e.g. Naghtingale and Rogers.

It has also been noticed that the inclusion or formalization of knowledge about the Alternative Practices and Therapies has not been properly aligned with some of the main BSC Nursing Educational Programs country-wide. Nevertheless, this assumption is based on theoretical findings reports solely in formal peer-reviewed papers in this field, thereby excluding formal documents describing the Educational Programs of isolated institutions. It has been therefore reported that there is a high search for knowledge in this field in the academic sector. What is lacking is a pilot (country-wide) Educational Program regulating this field as a formal discipline of the Nursing BSC programs. It has been also argued that such knowledge could be of potential benefit to the patients, for as the alternative practices may represent sometimes the only Healthcare resource available in practical real-world situations. This knowledge could be of special benefit when conventional resources are not available in place to be used by the responsible nursing professional.

Finally, considering the controversial fact that many regulating organizations are already publishing respective norms and policies of Alternative Practices and Therapies, it becomes necessary to align these norms to the Educational Programs provided by the main BSC Nursing Educational Programs in Brazil. Such initiative could be the first step towards the establishment of this field as a discipline to be offered by BSC Nursing programs country-wide. A next step in this sense could also comprise the establishment of this knowledge field as a formal research area in the Nursing Academic area. The possibility of formalizing the field of Alternative Practices and Therapies and a graduate program is already part of the COFEN's research agenda, published in 1997.

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COMPLEMENTARY THERAPIES IN NURSING COURSE: VISION OF TEACHERS AND STUDENTS IN SCIENTIFIC PRODUCTION IN HEALTH

ABSTRACT

Controversies around Complementary and Integrated Practices (Práticas Integrativas e Complementares) have become more pronounced in the context of undergraduate (Bachelor) courses in Nursing, based on the COFEN 197/97 regulation, which defines and classifies such practices as of high-relevance for the Nursing practitioner. Therefore, it is essential

to understand how these undergraduate programs include the referred course in the educational program to be followed by the future practitioners from this field. Hence, the goal of this research has been to assess how the corresponding course has been provided in the context of undergraduate courses in Nursing. Such a study has been based on an integrated research on papers available online at the Healthcare Virtual Library (Biblioteca Virtual em Saúde - BVS). The keywords used follow: "Complementary Practices", "Nursing", "Graduation", "Teaching". This search has returned 19 (nineteen) results, among which 07 (seven) have been referred to as especially referred to the main research question of this study. Therefore, this study has indicated some critical limitations on how the referred course have been taught in different (undergraduate) educational programs in Nursing, despite available regulations supporting this knowledge field. More specifically, it has been noticed that there is no consensus about the main topics included in the corresponding course countrywide. Hence this may trigger possible controversies on the display and apprehension of the main topics of the course, which represents potentially a problem of internal consistency in the educational program of the future Nursing practitioner. Thus, a collective effort is necessary (involving the universities providing the referred course) towards the definition of a proposal for integrating and structuring the body of knowledge of the referred undergraduate course.

KEYWORDS: Complementary and Integrated Practices, Nursing Educational Program, Healthcare Education

LES THÉRAPIES COMPLÉMENTAIRES EN COURS DE SOINS INFIRMIERS : VISION DES PROFESSEURS ET DES ÉTUDIANTS SUR LA PRODUCTION SCIENTIFIQUE EN SANTÉ.

RÉSUMÉ

Discussions sur les Pratiques Integratives et Complémentaires a acquis une plus grande importance en cours de graduation en sciences infirmières après la résolution COFEN 197/97, qui définit et classifie les pratiques tels que les connaissances hautement pertinentes pour le travail du professionnel de soins infirmiers. Allors, il est essentiel de comprendre comment les cours de diplôme en soins infirmiers comprennent cette discipline dans la formation du futur professionnel de la région. Par conséquent, l'objectif de cette étude était de vérifier comment la discipline des thérapies complémentaires a été enseignée dans les cours de graduation en sciences infirmières. L'étude a été basée sur un article de recherche intégrative disponible dans la bibliothèque virtuelle de santé (BVS). Les mots-clé suivantes ont été utilisées: des thérapies complémentaires, soins infirmiers, formation et éducation. De cette recherche, 19 (dix-neuf) travaux de recherches ont ête pré-sélectionnés pour l'analyse, dont 07 (sept) ont répondu aux critères de cette question de recherche. L'étude présente les limites sur l'insertion des las Pratique Integratives et Complémentaires dans la gratuation en soins infirmiers, malgré le dispositif juridique qui soutiens ce domaine de connaissance. Plus précisément, il a été vérifié manque d'uniformité du contenu programmatique de la discipline au niveau national. Ceci peut déclancher d'éventuels conflits ou désaccords dans la diffusion et l'interprétation des connaissances sur la discipline, ce qui pourrait être un problème d'incohérence de l'enseignement des soins infirmiers. De six manière, il faut d'un effort collectif (des universities qui enseignent le cours) afin de définir une proposition pour l'intégration et la structuration uniforme de cette discipline.

MOTS-CLÉS : thérapies complémentaires de formation en soins infirmiers, éducation à la santé.

TERAPIAS COMPLEMENTARES EM EL CURSO DE ENFERMARIA VISIÓN DE DOCENTES E ESTUDIENTES EM LA PRODUCIÓN CIENTÍFICA EM SALUD.

RESUMEN

Las discuciones sobre Prácticas Integrativas y Complementares ganaran mas evidencia em lãs cursos de Graduación em Enfermaria a partir de La resolución COFEN 197/97, la aval estabelece y clasifica tales prácticas como conocimentos de grau reelevancia para El trabajo Del Professional de Enfermaría. Em este sentido, se torna essencial la comprensión sobre como lós cursos de enfermaria insertan la referida disciplina em la formación Del futuro profesional del área. Por ló tanto, El objetivo de este estúdio fue el de verificar como la disciplina de Terapias Complementares há sido importida em lós cursos de Graduacion de Enfermaria. El estúdio se basó em uma investigacion integrativa de artículos disponibles em la biblioteca virtual em salud (BVS). Fueron Fueron utilizados lós siguientes descriptores: Terapias Complementares, Enfermeria, Formación. A partir de esta consulta, 19(diecineve) trabajos fueron pré-seleccionados para análisis, de lós cuales 06 (sies) se enquadran em lós critérios de la cuestión de esta investigación de la disciplina referida em lós currículos de graduacíon em enfermaria apesae Del respaldo legal que ampara esta área de conocimento.especificamente, fueron verificada la falta de uniformidad Del contenido programático de la disciplina, em El âmbito nacional. Esto puede acarrear posibles conflictos o divergências em la difusión e interpretación Del conocimento sobre la disciplina, ló que puede constituir um problema de inconsistência interna em la formación acadêmica Del futuro profesional de enfermaria. De esta forma, se hace necesario El esfuerzo colectivo (por parte de las universidades que importen El curso) em El sentido de definir uma propuesta para para la integración y estructuración uniforme Del contenido programático de la disciplina referida.

PALABRAS CLAVES: Terapias Complementares, Formación enfermaria, Enfermaria de nível superior.

TERAPIAS COMPLEMENTARES NO CURSO DE ENFERMAGEM: VISÃO DE DOCENTES E DISCENTES NA PRODUÇÃO CIENTÍFICA EM SAÚDE

RESUMO

As discussões sobre Práticas Integrativas e Complementares ganharam maior evidência nos cursos de Graduação em Enfermagem a partir da resolução COFEN 197/97, a qual estabelece e classifica tais práticas como conhecimento de alta relevância para o trabalho do profissional de Enfermagem. Nesse sentido, torna-se essencial compreender como os cursos de graduação em Enfermagem inserem a referida disciplina na formação do futuro profissional da área. Portanto, o objetivo deste estudo foi o de verificar como a disciplina de Terapias Complementares tem sido ministrada nos cursos de graduação em Enfermagem. O estudo foi baseado em uma pesquisa integrativa de artigos disponíveis na Biblioteca Virtual em Saúde (BVS). Os seguintes descritores foram utilizados: Terapias Complementares, Enfermagem, Formação e Ensino. A partir desta consulta, 19 (dezenove) trabalhos foram pré-selecionados para análise, dos quais 06 (SEIS) se enquadraram nos critérios da questão desta pesquisa. O estudo aponta limitações na inserção da referida disciplina nos currículos de graduação em Enfermagem, apesar do respaldo legal que ampara esta área do conhecimento. Especificamente, foi verificada falta de uniformização do conteúdo programático da disciplina em âmbito nacional. Isto pode acarretar em possíveis conflitos ou divergências na difusão e interpretação do conhecimento sobre a disciplina, o que pode vir a constituir um problema de inconsistência interna na formação acadêmica do futuro profissional de Enfermagem. Desta forma, torna-se necessário um esforço coletivo (por parte das universidades ministrantes do curso) no sentido de definir uma proposta para integração e estruturação uniforme do conteúdo programático da referida disciplina.

PALAVRAS-CHAVE: Terapias Complementares, Práticas integrativas, Enfermagem nível superior.