

International Journal of Human Sciences Research

UNIVERSITY EXTENSION IN THE HEALTH EDUCATION PROCESS ON KNOWLEDGE OF PICS

Lucas Resende Martinez Araujo

Student of medicine course at: UNESA/
IDOMED/Campus Vista Carioca
<http://lattes.cnpq.br/6413359154498082>

Sara dos Santos Lima

Student of medicine course at: UNESA/
IDOMED/Campus Vista Carioca
<https://lattes.cnpq.br/4473260014131019>

Lara Paiva Magalhães

Student of medicine course at: UNESA/
IDOMED/Campus Vista Carioca
<http://lattes.cnpq.br/6196916630008843>

Julia Harduim da Silva

Student of medicine course at: UNESA/
IDOMED/Campus Vista Carioca
<https://lattes.cnpq.br/4564934577194507>

Mariana Pettersen Soares

Professor of medicine course at: UNESA/
IDOMED/Campus Vista Carioca
<http://lattes.cnpq.br/0093272402327126>

Karollayne Drielly Moreira de Souza

Student of medicine course at: UNESA/
IDOMED/Campus Vista Carioca
<https://lattes.cnpq.br/0387070395518240>

All content in this magazine is licensed under a Creative Commons Attribution License. Attribution-Non-Commercial-Non-Derivatives 4.0 International (CC BY-NC-ND 4.0).



Abstract: The implementation of Integrative and Complementary Health Practices (PICS) in the SUS (Unified Health System) demonstrates the recognition of the therapeutic effectiveness of these practices, especially in Primary Health Care (PHC). The project entitled “Let’s talk about PICS? Integrative chat with users of CSE Lapa” from the Universidade de Medicina Estácio de Sá, UNESA Idomed, *Campus Vista Carioca*, had the main objective of contributing to the dissemination of knowledge about PICS to users of the CSE-Lapa Unit, in the city of Rio de Janeiro. The methodology addressed was based on specific interventions, where specific dynamics were used in the corridor of the CSE-Lapa Unit. “Integrative chats” about PICS were held with patients, through conversation circles and monthly meetings with educators trained in various PICS. From these project activities, patients were able to learn about various integrative and complementary therapies, their benefits and share their experiences. In addition to this, students were able to receive, in their medical training, other approaches to therapeutic practices, more focused on comprehensive care for human health.

Keywords: Integrative and Complementary Practices in Health, Humanization, Health Education.

INTRODUCTION

The implementation of Integrative and Complementary Health Practices (PICS) in the SUS demonstrates the recognition of the therapeutic effectiveness of these practices, with greater demand from users in the public network, especially in Primary Health Care

1. homeopathy, traditional Chinese medicine/acupuncture, herbal medicine, anthroposophic medicine and thermalism/crenotherapy (BRAZIL, 2006).

2. art therapy, ayurveda, biodance, circular dance, meditation, music therapy, naturopathy, osteopathy, chiropractic, reflex therapy, reiki, shantala, integrative community therapy and yoga (BRAZIL, 2023).

3. apitherapy, aromatherapy, bioenergetics, family constellation, chromotherapy, geotherapy, hypnotherapy, laying on of hands, ozone therapy and floral therapy (BRAZIL, 2023).

(PHC), since it is the gateway entry of citizens to the country’s public health. According to the World Health Organization (2002), PICS have an economic impact on the public health system, as they are not high-cost, bringing benefits to the population, especially in underdeveloped countries.

The PICS were included in the SUS (Unified Health System) in 2006, with the publication of the National Policy for Integrative and Complementary Health Practices (PNPIC), based on humanized care and focused on the integrality of the individual, which represents an advance towards the expansion of plurality in relation to the offer and recognition of new care practices to be implemented in the SUS (Unified Health System), (BRAZIL, 2006). One of the main objectives of inserting these integrative practices as public policy consists of preventing injuries and promoting and recovering health, with an emphasis on basic care, focused on continued, humanized and comprehensive health care, promoting user involvement, managers and health workers (BRAZIL, 2006). In its first publication (2006), the National Policy on Integrative and Complementary Practices (PNPIC) included five¹ practices. In 2017, there was an increase to nineteen² modalities and, in 2018, ten more were added³ types of practices, which are offered by SUS (Unified Health System), (BRAZIL, 2023).

According to the Ministry of Health, Integrative and Complementary Health Practices (PICS) are therapeutic resources that seek to prevent diseases and restore health (BRAZIL, 2023). PICS enable the enrichment of assisted observation, bringing knowledge and knowledge from other medical rationalities, in order to understand

illness, expanding dialogues in the field of therapeutic plans with the aim of promoting the individual's health (AGNOLIN et al, 2022). According to this perspective, Luz (2008) introduces a different medical vision from the hegemonic biomedical model, by relating PICS to different rationalities, valuing knowledge and representations of society that aim to improve the quality of life of human beings. This way, these practices seek the patient's broad well-being, which involves alignment between physical, social, mental, emotional and spiritual factors (ANDRADE, 2010).

In this context, it is clear that more and more patients are seeking to make use of other therapeutic resources, through the use of different health paradigms to deal with the illness processes. PICS are offered at all levels of SUS (Unified Health System) care, but it is in PHC that they find fertile ground to contribute to continued, longitudinal, humanized and comprehensive health care (PEREIRA et al, 2022). Furthermore, users value the attention of health professionals, as subjects and different social groups demand to be effectively treated and not just diagnosed (LUZ, 1997).

However, modern medicine is still centered on the biomedical model, based on a paradigm with a biological focus, not looking at the individual in an integral way. No less important, the lack of knowledge regarding the National Policy on Integrative and Complementary Practices (PNPIC) and the lack of coordination with municipal, state and federal management constitute barriers to the successful implementation of PICS in Brazilian public health. The lack of knowledge about the universe of PICS is still great among SUS (Unified Health System) users, the medical academic community and the population in general, whether due to the lack of dissemination of these practices, the lack

of encouragement to teach these practices in Medicine courses in the Brazil or even, due to the disbelief in the effectiveness of PICS due to the lack of scientific proof of most complementary practices. In this context, this extension project began with the possibility of expanding knowledge about these practices, aimed at CSE Lapa users, the academic community and the general population.

OBJECTIVES

The project's main objective was to contribute to the dissemination of knowledge about PICS to users of the CSE-Lapa Unit, promoting the exchange and production of knowledge on this topic among students, teachers and users of the said Unit. Along with this, the project made it possible to contribute to the training of students on clinical use practices not considered within current allopathic medicine, making it possible to develop a more comprehensive look at the individual's health.

METHODOLOGY USED

The project entitled "Let's talk about PICS? Integrative chat with users of CSE Lapa" from the Universidade de Medicina Estácio de Sá, UNESA, Campus Vista Carioca, was approved in March 2022, starting its activities during that month at CSE Lapa, being developed until February 2023. The choice of this theme was based on the recognition of little knowledge about PICS in the academic medical community and in the general population.

Initially, there was a selection of ten Medicine students to participate in the project. After that, the students went to CSE-Lapa to talk to users about PICS, asking if they knew any of these practices and which ones they would be most interested in learning about. This way, the approaches to PICS topics occurred through a prior intervention to

understand the interest of this target audience in relation to the subjects to be addressed by medical students.

The methodology addressed was based on specific interventions, where specific dynamics were used in the Unit's corridor. This way, "integrative chats" about PICS were held with patients, through conversation circles, sharing experiences related to this topic. Along with this, there were monthly meetings with educators trained in various practices, such as Yoga, Meditation, Aromatherapy, Reiki, Acupuncture, among others, with the purpose of carrying out an activity entitled "Experiencing Integrative and Complementary Practices" with the participants. Some digital tools (such as Whatsapp and Instagram) were used to help disseminate project activities to users.

RESULTS

From these project activities, patients were able to learn about various integrative and complementary therapies, their benefits and share their experiences. There is a perceived need to offer PICS in Primary Health Care Units, since many people could benefit from these practices. Through conversation circles between professionals, medical students and users of the Health Center, it was possible to develop active listening with patients, allowing a more humanized and comprehensive approach. This project is important in contributing to the dissemination of such practices, through activities on PICS aimed at users of the CSE-Lapa Health Unit, students and the general population.

CONCLUSIONS

PICS represent an expanded perspective on the human being, considering the individual within a holistic dimension. Therefore, these practices are very important for the promotion and prevention of the health of SUS (Unified Health System) users as well as for medical training. However, there is still a lack of knowledge about PICS among SUS (Unified Health System) users, as well as in the academic world among medical students.

The activities developed in this project demonstrated how PICS can be used as therapeutic resources for disease prevention and health recovery, and how they can help in the search for solutions to problems that patients face in their personal lives. Furthermore, users' interest in PICS highlighted the need to expand the offering of these practices at the CSE-Lapa Unit.

The knowledge shared about PICS, through this project, enabled greater empowerment of users, through contact with new health-promoting practices. In addition to this, students were able to receive, in their medical training, other approaches to therapeutic practices, more focused on comprehensive care for human health. The project enabled the expansion of dialogue between the University, Primary Health Care and the community through contact between students and PHC users, highlighting the University's contribution to social responsibility in expanding knowledge about PICS as tools for promotion of health education, within a proposal for humanized assistance.

REFERENCES

- 1- ANDRADE, João Tadeu de; DA COSTA, Liduína. Medicina Complementar no SUS: práticas integrativas sob a luz da Antropologia médica. São Paulo, v. 19, n. 3, p. 497-508, 2010.
- 2- Barbosa FES, Guimarães MBL, Santos CR dos, Bezerra AFB, Tesser CD, Sousa IMC de. Oferta de Práticas Integrativas e Complementares em Saúde na Estratégia Saúde da Família no Brasil. Cad Saúde Pública [Internet]. 2020;36(Cad. Saúde Pública, 2020 36(1)):e00208818. Disponível em: <https://doi.org/10.1590/0102-311X00208818>
- 3- BRASIL. POLÍTICA NACIONAL DE PRÁTICAS INTEGRATIVAS E COMPLEMENTARES NO SUS – PNPIC-SUS. Departamento de Atenção Básica, Secretaria de Atenção à Saúde, Ministério da Saúde. Brasília: Ministério da Saúde; 2006.
- 4- Brasil. Ministério da Saúde. Práticas Integrativas e Complementares (PICS). Disponível em: <https://www.gov.br/saude/pt-br/assuntos/saude-de-a-a-z/p/pics>. Acesso: 18/03/2023.
- 5- AGNOLIN, Júlia Sonáglio; HOFFMANN, Gabriela; BARRETTA, Jeana Cristina; LUTINSKI, Junir Antonio. Popularização das práticas Integrativas e Complementares em Saúde. Research, Society and Development, v. 11, n. 10, e431111032927, 2022 (CC BY 4.0) | ISSN 2525-3409 | DOI: <http://dx.doi.org/10.33448/rsd-v11i10.32927>.
- 6- LUZ, M.T. Cultura contemporânea e medicinas alternativas: novos paradigmas em saúde no século XX. Physis- Revista de Saúde Coletiva. Rio de Janeiro, v.7, n1, p13-43, 1997.
- 7- LUZ, Madel T. Novos saberes e práticas em saúde coletiva: estudos sobre racionalidades médicas e atividades corporais. São Paulo: Hucitec, 2008.
- 8- PEREIRA, Erika Cardozo. SOUZA, Geisa Colebrusco. SCHVEITZER, Mariana Cabral. Práticas Integrativas e Complementares ofertadas pela enfermagem na Atenção Primária à Saúde. RIO DE JANEIRO, V. 46, N. Especial 1, P. 152-164, Mar 2022. DOI: 10.1590/0103-11042022E110.
- 9- ORGANIZAÇÃO MUNDIAL DA SAÚDE (OMS). Estratégia de la OMS sobre medicina tradicional Genebra: OMS, 2002.