İNTÖRN HEMŞİRELİK VE EBELİK ÖĞRENCİLERİNİN TAMAMLAYICI VE ALTERNATİF TIBBA YÖNELİK BİLGİSİ, KULLANIMI VE TUTUMLARI

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ÖZET

Giriş-Amaç: *Çalışma, hemşirelik ve ebelik intörn öğrencilerinin Bütüncül Tamamlayıcı ve Alternatif Tıbba karşı tutumlarını değerlendirmek amacıyla gerçekleştirilmiştir.*

Yöntem: *Tanımlayıcı bir çalışmadır. Evren, bir üniversitenin Sağlık Bilimleri Fakültesi'nde okuyan hemşirelik (n=92) ve ebelik (n=64) intörn öğrencilerden oluşmaktadır. Araştırmada örneklem seçimine gidilmemiş, veri toplama tarihlerinde (02.03.2018 - 09.03.2018) çalışmayı kabul eden ve okulda bulunan (156) öğrenciler örneklemi oluşturmuştur. Veriler öğrencilere ait sosyodemografik özellikleri içeren form ve Bütüncül Tamamlayıcı ve Alternatif Tıbba Karşı Tutum Ölçeği (BTATÖ) kullanılarak elde edilmiştir. Çalışmadan elde edilen veriler, IBM SPSS V23 kullanılarak değerlendirilmiştir. Verilerin analizinde; parametrik ve parametrik olmayan testler kullanılmıştır.*

Bulgular: *Öğrencilerin BTATÖ puan ortalaması 28.43 ± 5.05 (min 16- max 43) olarak bulundu. Öğrencilerin en çok bildiği yöntem; zihin-beden temelli egzersizler arasında solunum egzersizleri (% 94.9), manipülatif ve vücut temelli egzersizler arasında ise egzersiz (% 94.2) idi. TAT yöntemlerinin çoğunlukla (% 66.7) kullanıldığı ve en fazla ağrıyı azaltmak için (% 63.5) tercih edildiği saptandı. TAT yöntemlerini birden fazla kez kullanan öğrencilerin TAT a karşı tutumları pozitif bulundu (p <0.05).*

Sonuç ve Öneriler: *Öğrencilerin tamamlayıcı ve alternatif tıbba karşı tutumları pozitifti. Ebelik öğrencilerinin TAT'a karşı tutumlarının daha olumlu olduğu görülmüştür. Öğrencilerin TAT yöntemleriyle ilgili ders almak istedikleri belirlenmiştir. Hemşire/ebe öğrencilerin TAT konusunda bilgisi ve olumlu tutumu, bireye bütüncül ve güvenilir bakım verilmesine katkı sağlayacaktır.*

Anahtar Kelimeler: *Hemşirelik / Ebelik öğrencisi; İntörn; Tamamlayıcı ve alternatif tıp; Tutum; Bütünleyici sağlık*

KNOWLEDGE, USE AND ATTITUDE OF INTERN NURSING AND MIDWIFERY STUDENTS WITH REGARD TO COMPLEMENTARY AND ALTERNATIVE MEDICINE

ABSTRACT

Introduction-Purpose: *The study was conducted to evaluate the attitudes of nursing and midwives interns towards their holistic complementary and alternative medicine.*

Method: *It is a descriptive study. The universe consists of nursing (n = 92) and midwifery (n = 64) intern students studying at the Faculty of Health Sciences of an University. Sampling was not selected in the study; who were in the school (156) and accepted to work at the data collection dates (02.03.2018- 09.03.2018). The data were collected by using the sociodemographic characteristics of the students and using Holistic Complementary and Alternative Medicine Questionnaire (HCAMQ). Data obtained from the study were evaluated using IBM SPSS V23. In the analysis of the data; parametric and nonparametric tests were used.*

Findings: *The mean HCAMQ score of the students was 28.43 ± 5.05 (min 16- max 43). The most commonly known method; Among the exercises based on mind-body were breathing exercises (94.9%), and exercise (94.2%) between manipulative and body-based exercises. It was determined that TAT methods were mostly used (66.7%) and were most preferred to reduce the pain (63.5%). The students' attitude towards TAT was found to be more positive (p<0.05).*

Conclusion and recommendations: *Students' attitudes towards complementary and alternative medicine were positive. The attitudes of midwifery students towards TAT were found to be more positive. It is determined that the students want to take courses about TAT methods. The knowledge and positive attitude of the nurse / midwife students about TAT will contribute to providing a holistic and reliable care to the individual.*

Keywords: *Nursing/midwifery student; İntern; Complementary and alternative medicine; Attitude; Holistic health*

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INTRODUCTION

Complementary and Alternative Medicine (CAM) is described by the National Center of Complementary and Alternative Medicine (NCCAM) as a group of application having a range of varities such as medical health care systems, methods and products that are not accepted as the real part of classical medicinem (NCCAM, 2014). NCCAM classifies the CAM methods into five categories as Mind-Body based Treatments, Manipulative and Body-based Treatments, Energy-based Treatments, Biologically Based Treatments and Alternative and Medical System Treatments. These methods include very different applications such as traditional Chinese medicine, homeopathy, musical therapy, prayer, vegetables, vitamins, massage, aromatherapy, bio-energy and reiki (Posadzki, Alotaibi & Ernst, 2012; Walker & Budd, 2002). The application rate to these methods is estimated as 80% in the developing countries and 50% in developed ones (Aslan, 2016). The rate is observed to be increasing by time (Herdman, 2007). In adequacy and failure of some modern medical treatments, privacy, high costs of the medicines and applications and the fact that some medical methods and rules don't give enough importance to the patient's faith are some of the reasons for that increase. Complementary medicine is also used to protect and improve health and support current medical treatment (Bodeker, 2002; Dimitrelis et al. 2017; Khan, 2012; Khorshid & Yapucu, 2005). In our country, "The Regulation of Conventional and Complementary Applications" was published to determine the traditional and complementary medicine application methods for human health, to educate and authorize the people who will implement these methods and to regulate the working procedures and principles of the health institutions where these methods will be applied in 2014. This Regulation included fifteen different complementary and alternative method of treatment. These are acupunctur, apitherapy, phytotherapy, hypnosis, leech application, homeopathy, chiropractic, cup application, reflexology, larva application, mesotherapy, prolotherapy, osteopathy, ozone application and musical therapy (Ministry of Health, 2014). These methods can be applied in various groups who is served by nurses and midwives ranging from newborns to pregnants, child to adult and cancer patients to women in menopause (Khorshid & Yapucu, 2005; Koç & Başgöl, 2016).

Complementary and alternative treatment methods are used not only for healthy people but also especially for those who are cronically ill and haven't benefited from the classical methods (Çamurdan & Gül, 2013). The nurses and midwives play a significant role in individuals' CAM use, answering their questions about the methods and proper expression of their use, effects, risks and purposes in clinic and field (Araz, Taşdemir & Kılıç, 2012; Çamurdan & Gül, 2013). The medical staff should develop themselves about their knowledge on CAM and direct the patients and families properly by taking the risks into consideration (Araz et al., 2012; Kruskal, 2009). For this reason, not only nurses and midwives working currently and but also intern ones who will graduate should be searched upon in respect to their approach to CAM. Therefore, the study was carried out in order to evaluate the intern nurses' and midwifery students' attıtude towards the complementary and alternative medicine.

METHOD

The study as a descriptive one was carried out in the faculty of health sciences of a university between 02 March 2018 and 09 March 2018. The universe of the study involves 120 nursing students studying at the last grade of faculty of health sciences and the intern midwifery students in 2017-2018 education and training season. Sample selection wasn't done and it was formed of 156 students consisting of intern nursing (n:92) and midwifery (n:64) students who were at school during the day of study and accepted to participate. Thus, 78.7% of the universe has been reached. The datas were obtained by using an introductory form including the demographic features of the students, a form questioning the students' CAM knowledge and use and Holistic Complementary and Alternative Medicine Questionnaire (HCAMQ) which was developed by Hyland et al. in 2003 and whose validity test was made by Erci in the same year. The Cronbach Alpha value of the scale is 0.72. In this study, Cronbach Alpha value was calculated as 0.70. The scale has two subscales called as Holistic Health (HH) and Complementary and Alternative Medicine (CAM). It is a likert scale and includes 11 question. The participant can get at least 11 points and at most 66. As the point decreases, positive attitude towars CAM increases.

Evaluation of the Datas

IBM SPSS V23 was used for the statistical analysis in evaluating the datas obtained. The students' socia-demographic features, their source of learning CAM methods and their certain opinions and thoughts about CAM formed the independent variables; the points from HCAMQ became the dependent ones. Primarily, a kolmogorov-smirnov test was used in order to determine whether the datas showed a normal range. In descriptive statistics, number, percentage, average, standart deviation median were used whereas; in the analysis of normal ranged datas, parametric tests (one-way analysis of variance, two independent sample t test and tukey test) and in abnormal ranged datas' analysis, nonparametric tests (Man Whitney U, Kruskal Wallis U test) were taken.

FINDINGS

The age average of the intern nursing and midwifery students (n:156) was 22.29±1.73 (min 20-max 34) and the average point of HCAMQ was found as 28.43±5.05 (min 16- max 43). It revealed that the students had positive attitudes towards taste.

The methods that the students know most were seen to be as breathing exercises among mind-body based applications (94%), exercises among body-based ones, phytotherapy among biologicaly-based treatments (30.1%),therapeutic touch among energy-based applications (47.4%) and acupunctur among conventional health systems (76.9%). The methods used by the students most were the same as the most known ones (Table 1).

Table 1: CAM familiarity and use among the students

		Familiarity				Use			
		Yes		No		Yes		No	
		n	%	n	%	n	%	n	%
Mind-Body based applications	Hypnosis	120	76.9	36	23.1	5	3.2	151	96.8
	Musical therapy	134	85.9	22	14.1	83	53.2	73	46.8
	Yoga	116	74.4	40	25.6	13	8.3	143	91.7
	Dreaming	130	83.3	26	16.7	77	49.4	79	50.6
	Bio-feedback	39	25.0	117	75.0	3	1.9	153	98.1
	Meditation	108	69.2	48	30.8	17	10.9	139	89.1
	Relaxation Techniques	139	89.1	17	10.9	87	55.8	69	44.2
	Breathing Exercises	148	94.9	8	5.1	114	73.1	42	26.9
Manipulative and body-based applications	Aromatherapy	55	35.3	101	64.7	5	3.2	151	96.8
	Exercise	147	94.2	9	5.8	114	73.1	42	26.9
	Massage	144	92.3	12	7.7	106	67.9	50	32.1
	Reflexologi	40	25.6	116	74.4	2	1.3	154	98.7
	Cheiropractice	9	5.8	147	94.2	0	0.0	156	100
	Osteopathy	17	10.9	139	89.1	1	0.6	155	99.4
	Hydrotherapy	68	43.6	88	56.4	13	8.3	143	91.7
	Color treatment	28	17.9	128	82.1	2	1.3	154	98.7
	Cupping	106	67.9	50	32.1	7	4.5	149	95.5
Biologically based applications	Phytotherapy	47	30.1	109	69.9	10	6.4	146	93.6
	Neural therapy	30	19.2	126	80.8	2	1.3	154	98.7
	Nutritional Treatment	26	16.7	130	83.3	3	1.9	153	98.1
Energy-based applications	Reiki	14	9.0	142	91.0	2	1.3	154	98.7
	Therapeutic touch	74	47.4	82	52.6	37	23.7	119	76.3
	TaiChi /Qi Gong	15	9.6	141	90.4	1	0.6	155	99.4
	Bio-energy	33	21.2	123	78.8	1	0.6	155	99.4
Alternative medical systems/ conventional health systems	Acupress	34	21.8	122	78.2	2	1.3	154	98.7
	Acupunctur	120	76.9	36	23.1	6	3.8	150	96.2
	Transcutaneous electrical nerve stimulation	34	21.8	122	78.2	0	0.0	156	100
	Homeopathy	15	9.6	141	90.4	1	0.6	155	99.4
	Naturopathy	10	6.4	146	93.6	0	0.0	156	100

n: sayı, %: yüzde

Intern Students stated that they learnt CAM methods from internet most (66.7%) and use them in order to reduce the pain (63.5%) (Table 2).

Table 2: **CAM learning resources of the students and the reasons for use**

Features	**n**	**%**
CAM methods learning resource*		
Doctor advice	35	2.4
Nurce advice	22	14.1
Family Members Advice	27	17.3
Friend/Neighbour/Relative advice	38	24.4
Television/radio/newspaper	61	39.1
Internet	104	66.7
Books	56	35.9
Herbalist	19	12.2
Lecture	87	55.8
Reasons for use of CAM methods*		
To reduce the pain	99	63.5
To have a rest	94	60.3
To evaulate the reliability and efficiency of CAM methods	15	9.6
To prevent disesases	28	17.9
To do everything possible to fight with the disesase	25	16.0
To remove the side effects of medicines	16	10.3
To strengthen the muscles	62	39.7
Out of curiosity	39	25.0
For not accessing to health services	8	5.1
To reduce stress	113	72.4
For self care	48	30.8
To lose weight	44	28.2
For not being pleased with the medical treatment	10	6.4
To sleep well	84	53.8
For Financial difficulty	6	3.8
Others	3	1.9

n: sayı, %: yüzde,
*The students gave more than one answer.

The students stated that they find CAM methods useful (59.0%),the curriculum should include subjects related with CAM (90.4%),they want to take education on CAM (85.3%), nurses and midwives have a cooperative role with the doctor in CAM applications (51.3%) and should take an active role in these applications (Table 3).

Table 3: The students' thoughts and opinions about CAM

Features	**n**	**%**
The state of tought wheather CAM methods' useful		
Useful	92	59.0
Not useful	3	1.9
Neutral	61	39.1
Opinion about CAM methods' inclusion in the cirriculum		
I have no idea	12	7.7
They should be included	141	90.4
They shouldn't be included	3	1.9
Willing to take education on CAM after/before graduation or not		
I want	133	85.3
I don't want	23	14.7
Opinion about the role of nurses/midwives in CAM applications		
They don't have a role	7	4.5
They have an independent role	69	44.2
They have a cooperative role with the doctor	80	51.3
Thought about whether the nurses/midwives should take an active role in CAM applications		
They should	146	93.6
They shouldn't	10	6.4
Total	156	100

n: sayı, %: yüzde

It was found that the female students have more positive attitude towards CAM than male students (p<0.001) and the midwifery students have more positive approach to CAM than nursing students (p<0.05) (Table 4).

Table 4: The range of HCAMQ points according to some socio-demographic features of the students.

Gender	n (%)	Median (min-max)	Test statistic	p
Female	128 (82.1)	27 (16 - 39)	U=2.796,500[a]	**<0.001**
Male	28 (17.9)	33 (26 - 43)		
Family type				
Elementary	129 (82.7)	28 (16 - 43)	U=2.024,000[a]	0.185
Extended	27 (17.3)	29 (22 - 38)		
Department		**X ± sd**		
Nursing	92 (59.0)	29.5 ± 4.8	F=0.115[b]	**0.002**
Midwifery	64 (41.0)	26.9 ± 5.0		
Family's financial status				
Less income more expenditure	18 (11.5)	27.4 ± 5.6	F=0.616[c]	0.541
Equal income with expenditure	123 (78.8)	28.5 ± 4.8		
More expenditure less income	15 (9.6)	29.4 ± 6.5		
Residence				
Village/town	35 (22.4)	29.3 ± 4.9	F=1.353[c]	0.262
District	56 (35.9)	28.8 ± 5.1		
Big city	65 (41.7)	27.7 ± 5.1		

[a] Man Whitney U, [b] two independent sample t tests, [c] One-way analysis of variance
n: number, %: percent, min: minimum, max: maksimum, X: mean, sd: standart deviation

It was determined that the attitude of the students having used CAM more than once is positive than those who have never used (p<0.05) and the students who frequently advise CAM to the patients have more positive approach than those who have never suggested (Tablo 5).

Table 5:The range of HCAMQ points according to the use of TAT method, interest and suggestion of students

CAM method use frequency	n (%)	X ± sd	Test statistic	p
Any	40 (25.6)	30.2 ± 5.5 a	F=4.348[c]	**0.015**
1 time	39 (25.0)	28.7 ± 5.1 ab		
More than one	77 (49.4)	27.4 ± 4.6 b		
Taking care of CAM in the family / neighborhood				
There is	41 (26.3)	29.3 ± 5.7	F=3.462 [d]	0.204
There isn't	115(73.7)	28.1 ± 4.8		
Recommendation of CAM in illness		**Median (min-max)**		
I often suggest	36 (23.1)	26 (16 - 37) a	KW=11.957[e]	**0.008**
I rarely advise	66 (42.3)	28 (19-36) ab		
I don't advise	51 (32.7)	29 (21-43) b		
I say "Never use it!"	3 (1.9)	31(31-36) ab		

a-b: Theere is no difference between the groups with the same letters. [c] : One-way analaysis of variance and tukey test, [d] two independent sample t tests, [e] Kruskal Wallis U and tukey test
n: number, %: percent, min: minimum, max: maksimum, X: mean, sd: standart deviation

DISCUSSION

It was seen in the study that while the most known methods by the students are mind-body based applications and manipulative body-based applications,the least known ones are biologically based treatments. The students stated that the methods they know most are breathing exercises (94.9%) among mind-body based applications, exercise (94.2%) and massage (92.3%) among manipulative body-based ones, phytotherapy (30.1%) among biologically based ones, therapeutic touch (47.4%) among energy-based applications and acupunctur (76.9%) among conventional health systems (Table 1). Breathing exercise is a method commonly used in reducing dyspnea,easing respiration in postoperative period (Bilgin, 2018), pain controlling (Avcıbay & Alan, 2011), lung diseases (Tokem, 2006) and stress management (Bilgin, 2018). Having a primary importance in protecting and developing health, exercise is one of the non-pharmacological methods that contribute to the physical and mental functions (Bayraktar, 2015; Ovayolu & Ovayolu, 2013). The reason for the fact that breathing exercises and exercise are commonly known by the students may be the related subjects' inclusion in the cirriculum of nursing/midwifery. Not being used as widespread methods in our country and dealt with at schools and in the media very much, cheiropractice, reiki, tai chi, homeopathy, naturopathy are not known widely. It was found that most of the students (74.4%) use CAM methods (Table 5) and the most frequently used ones are the same as

those that the students know most (Table 1). Upon looking through the other studies which evaluate the students' CAM knowledge and use, it was similarly seen that most of the students use CAM methods (Araz et al., 2012).

As distinct from the study, it is seen that the most known methods in literature among students are-primarily massage,than diet,hot and cold applications,exercise and herbal teas (Açıkgöz et al., 2016; Altan et al., 2014; Araz et al. 2012; Çamurdan & Gül, 2013; Ergin et al., 2011). Massage is one of the oldest treatment methods that provide both physical and mental relaxation. According to this study's results and datas, it is ordinary that massage is known and used mostly since it is included in Nursing Interventions Classification and nurses/midwives use this method in patient care. Moreover, the fact that the most known and used methods are breathing and relaxation exercises, massage and exercise may result from their routine application in current nursing care and frequent use in clinics.

The intern students stated that they learnt CAM methods from internet most (66.7%) and use them to reduce the pain (63.5) (Table 2). Similarly, it is indicated in the literature that most of the students apply these methods in order to eliminate their health problems especially to reduce the pain (Açıkgöz et al., 2016; Araz et al., 2012). It was reported that the CAM methods are learnt mostly by books/magazines (65.5%) (Çamurdan & Gül, 2013), by friends (33.3%) (Araz et al., 2012) and by television/newspaper (Altan et al., 2014). In this study, the reason for learning CAM from the internet most may be related with the increase in social media and internet use especially among the young together with the current technology development. With these results, the importance of media comes to the forefront for alternative treatment methods to be widely known. Therefore, the information that media gives about CAM should be questioned in the aspects of accuracy and reliability.

CAM use is gradually increasing in our country. It is significant for nurses and students to take education about CAM use, its effect and reliability during their licence education period in order to be efficient in patient care (Aktaş, 2017; Araz et al., 2012; Çamurdan & Gül, 2013; Uzun & Tan, 2004). In this study, students stated that they found CAM methods as useful and that CAM related topics should be included in the curriculum, they wanted to be educated about CAM before and after graduation (Table 3). In the similar researches carried out before,most of the nursing students stated that they didn't take any education about CAM, they lack experience about this (Altan et al., 2014), they find these methods useful and reliable (Açıkgöz et. al., 2016; Araz et. al., 2012) and nursing education should include information and applications on CAM (Açıkgöz et. al., 2016; Altan et. al., 2014; Uzun & Tan, 2004). The students rely on CAM methods.The reason for this may be that they can find the opportunity to use some of these methods with nurses for patient care in the clinics.

Point average of HCAMQ was found as 28.43±5.05. Taking the break points of the scale (at least 11, at most 66) into consideration,it is seen that the attitude of the students towards CAM is medium-level and positive. Aktaş (2017) found similar results (mean 31.38±4.40), too. Erci (2017), in her study on validity reliability of HCAMQ, reported that a healthy person has negative approach to CAM (mean 58.1±4.1), demographic features of the sample group affect the attitude and the heath staff should use CAM methods for meeting spiritual, psyco-social and pysical needs of the individuals. In the study, it was determined that female students have more positive attitude than the male students ($p<0.001$) and the midwifery students favour CAM more than nursing students ($p<0,05$) (Table 4). In the literature, no significant difference between CAM attitude and its use according to gender could be observed (Aktaş, 2017; Araz et. al., 2012; Ergin et. al., 2011). However, in Erci's study carried out among the adults, it was found that the male students have significantly negative attitude towards CAM. Yıldırım et. al. (2010) expressed in her study that nursing students have more positive CAM attitude than medicine students and both groups have limited information about this subject.

It was found that the students who have used CAM more than once have more positive attitute than who have never used and the students who often advice CAM to the patients favor it more than those who don't suggest that ($p<0.05$) (Tablo 5). In their study which presents a similar result to this one (74.4%), Çamurdan and Gül (2013) stated that most of the students advice (72.7%) TAT methods to the patients. Moreover Altan et. al. (2014) reported that the students can recommend the methods they know/use most to others. However in the study of Aktaş (2017), a significant difference in the attitude point averages according to CAM use couldn't be found.

CONCLUSION AND RECOMMENDATIONS

It was determined that the most known and used CAM methods by the intern nursing and midwifery students are breathing exercises and massage. It was seen that the students' attitude towards CAM are medium-level and positive. Female students have more positive CAM attitude than male ones. This situation is the same for the midwifery students vis a vis nursing students. Moreover, those who have used CAM more than once favor it more than those who haven't used that. And that those who recommend it to the patients frequently have more positive approach than those who don't do that. The patient and his/her family learn how to use the CAM methods from various sources. It is considered that the person or persons using alternative treatment methods (transfer, healer, etc.) are not trained in the health dimension of the work they are doing and they are not very well equipped in terms of health information, and every information in the media about CAM is considered not to be reliable. With this respect, the positive attitude and knowledge of nurses/midwives and nursing/midwifery students will make contribution to patient treatment in terms of providing integrative and reliable care.

In the lights of these results, it is suggested that CAM methods should be included into the nursing/midwifery cirriculum, the students should be informed about evidence-based CAM use ve its risks, these methods should be integrated into the clinics and the nurse/midwife should take an independent role on this issue.

Limitations of the Study: This study was carried out among the nursing and midwifery students of a faculty of health sciences. Therefore, the findings can not be generalized for Turkey. Anyway, the students who were unwilling to participate weren't included.

Note: This study was presented as a verbal statement in the 5th International and 9th National Midwifery Student Congress organized on May 3-5, 2018.

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