

Integration of Complementary and Alternative Medicine into Nursing Curricula

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Introduction: Complementary and Alternative Medicine (CAM) treatments are increasingly becoming present in main-stream healthcare practices. Baccalaureate and Nurse Practitioner students are currently minimally introduced into the evidence based practice guidelines of CAM. The Institute of Medicine (IOM) and the National Institute Health (NIH) both have called for healthcare educational environments to enhance its curricula regarding homeopathic and CAM treatment options (IOM 2014; NIH, 2013). The method by which curricula is introduced, advanced, and evaluated in Schools of Nursing is lacking in continuity and rigor (Tent, 2013).

Background: The purpose of this project is to gather data, analyze results, and make recommendations for implementing an evidence based practice curricula regarding integration of CAM in Schools of Nursing. Following a review of literature an investigation into current practices of CAM education in both graduate and undergraduate schools of nursing within the CSU system will be completed. Surveys will be sent out to Fresno States current masters and undergraduate students to evaluate their interest in CAM and belief in the amount of CAM that is currently being explored in their curriculum. A second survey will be sent to CSU nursing faculty evaluating their belief on the same topic. Upon completion of this project, it would be proposed that results gathered could enlighten Schools of Nursing on how to integrate Complementary Medicine into an already overflowing curricular content.