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## INTEGRATIVE REVIEW OF THE LITERATURE

### Integrative review about the teaching of the nursing care in mental health\*

Revisão integrativa sobre o ensino do cuidado de enfermagem em saúde mental

Revisión integradora acerca de la enseñanza del cuidado de la enfermería en salud mental

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#### ABSTRACT

**Objective:** This is an integrative literature review aimed at revising productions on the teaching of the nursing care in mental health. **Method:** As a method, descriptors were elected; combinations were tested; search in databases was conducted, besides thematic analysis to examine the findings. **Results:** Of the cutout of 60 surveyed papers, it was found 15 themes and 21 subthemes, but only six themes were analyzed. The theme of nursing care in mental health is essential to the teaching. International studies indicate concern with legally assured mandatory contents in the specific teaching. **Conclusion:** For the nursing teaching in mental health, it is necessary to deepen the debate between the generalist training and the specialist training, besides the theoretical and methodological benchmarks that support the teaching of the nursing care in mental health. **Descriptors:** Teaching, Nursing care, Mental health.

#### RESUMO

**Objetivo:** Trata-se de uma revisão integrativa de literatura que objetiva revisar as produções sobre o ensino do cuidado de enfermagem em saúde mental. **Método:** Como método, foram eleitos descritores; testadas combinações; realizada busca nas bases de dados e análise temática para examinar os achados. **Resultados:** Do recorte de 60 artigos pesquisados, foram encontrados 15 temas e 21 subtemas, sendo 6 temas analisados. O tema do cuidado de enfermagem em saúde mental é essencial ao ensino. Estudos internacionais apontam a preocupação com conteúdos obrigatórios garantidos legalmente no ensino específico. **Conclusão:** Para o ensino de enfermagem em saúde mental, é necessário aprofundar o debate entre a formação generalista versus especialista e os referenciais teórico-metodológicos que sustentam o ensino do cuidado de enfermagem em saúde mental. **Descritores:** Ensino, Cuidados de enfermagem, Saúde mental, Pesquisa qualitativa.

#### RESUMEN

**Objetivo:** Se trata de una revisión integradora de la literatura que tiene como objetivo revisar las producciones sobre la enseñanza de la atención de enfermería en salud mental. **Método:** Descriptores fueron elegidos como método, se testaron combinaciones, se realizó la búsqueda en los bancos de datos y análisis temático para examinar los hallazgos. **Resultados:** A partir del recorte de 60 ítems estudiados, se encontraron 15 temas y 21 subtemas, pero sólo 6 temas fueron analizados. El tema de los cuidados de enfermería en salud mental es esencial para la enseñanza. Los estudios internacionales indican preocupación con contenidos obligatorios legalmente garantizados de la enseñanza específica. **Conclusión:** Para la enseñanza de la enfermería en salud mental, es necesario profundizar el debate entre especialistas y generalistas y los referenciales teóricos y metodológicos que cimentan la enseñanza de los cuidados de enfermería en salud mental. **Descritores:** Enseñanza, Cuidados de la enfermería, Salud mental.

\*Cutout from the thesis: Rodrigues, J. The teaching of the nursing care in mental health in the graduation nursing courses at the state of Santa Catarina [thesis]. Florianópolis (SC): Post-Graduation Nursing Program/UFSC; 2010.

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## INTRODUCTION

**A**fter the curricular change, the teaching of the nursing care in mental health has faced the challenge of including mental health in the comprehensiveness of health actions, but keeping the specificity of the psychological suffering and, at the same time, a generalist training. By considering that it is something new, one sees a gap between what is taught in the university training and what is practiced in the Health Care Network, in relation to the nursing care in mental health. This situation requires from the Course and from the teacher a redesign of their theoretical and practical activities, in other words, something that involves the teaching of the nursing care from the perspective of the psychosocial paradigm.

Among the present situations in the nursing graduation related to mental health, there are the ambiguity of the role and the difficulty of defining the work of the nursing professional for this field, thus letting the professional vulnerable through the process of intensive changes in the areas between health and education.<sup>1</sup> For the author, the clarification of essential competencies and skills has generated a problem/solution to ensure a suitable educational preparation, since the use of a model that incorporates both specialist and generalist principles must establish that students are prepared for their role in the nursing field.

Among the notes <sup>2</sup> confirming the above mentioned argument, one can find two ones: firstly, if there are no qualified centers for training, the lack of professionals will limit the creation of teams for comprehensive care in mental health. Secondly, there is the perceptible need for training generalist nurses who are also qualified in the area of mental health.<sup>3</sup> With a view to discussing this integration between teaching and practice, specialist and generalist, the teaching of the nursing care in mental health emerges as an object to be investigated. Then, this care presents itself, today, with demands for contextualization.<sup>4</sup> Accordingly, it is noteworthy to highlight the need to enable the student to connect with new devices of care to the subject with a mental disorder, supported in the principles of psychosocial care.

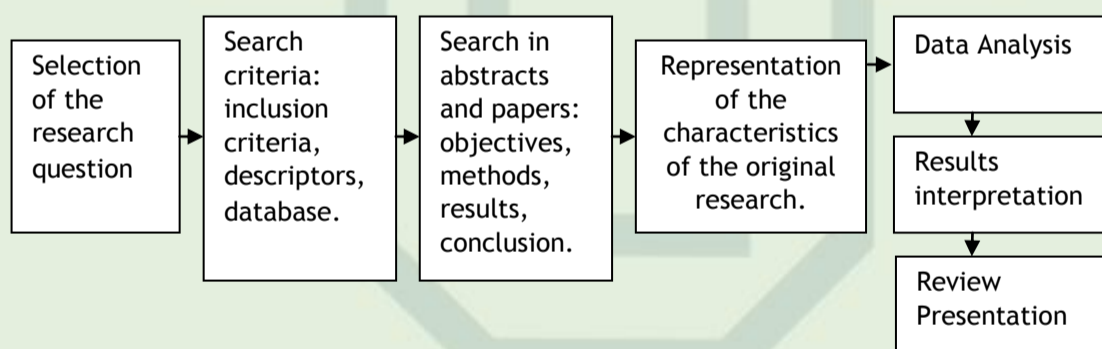
With the purpose of reviewing the productions on the teaching of the nursing care in mental health, one started from the following question: How does the teaching of the nursing care in mental health appear in the scientific productions?

The purpose of this paper is to review the productions on the teaching of the nursing care in mental health, with a view to contributing to the panorama of current scientific productions on the theme to support the pedagogical practice of mental health care.

## METHODOLOGY

There was one integrative literature review<sup>5</sup> regarding the object “teaching of the nursing care in mental health” from the contents of accessed references. The choice and combination of the following descriptors was supported by a librarian who monitored the entire study: Curriculum; Teaching; Education; Nursing Education; Psychiatric Nursing; Mental Health and Nursing Care. The publications were identified in the following databases: LILACS; BDNF; SciELO, PubMed, CINAHL, SCOPUS and ERIC. The inclusion criteria were: indexed scientific papers in national and international journals published in English, Spanish and Portuguese, from January 2002 to the year 2009, and that addressed the teaching of the nursing care in health. This initial time cutout is justified because the National Curriculum Guidelines are from the year 2001 and the publications in line with them were more fruitful from the year 2002. Moreover, the ultimate time cutout is due to the limit of the period of construction of the study.

The method of conduction of the integrative review<sup>5</sup> followed the steps:



**Figure 1:** Methodological approach used in the preparation of the integrative review

Source: Ganong Adaptation (1987)

Data collection was performed with the aid of a previously defined table, and this object included: author, title, year, research question, general purpose, specific purpose, theoretical benchmark, methodological approach, place, subjects, sample, data collection technique, data collection period, analytical method, results, discussion, conclusion and highlighted narrative stretches (it refers to the described contents that came closest to the study object). The thematic content analysis<sup>6</sup> was the method to examine the data. The abbreviation (p) was used for papers.

## RESULTS AND DISCUSSION

60 indexed scientific papers, in national (33) and international (27) journals were analyzed. Of the 60 analyzed papers, the increased production is concentrated in the years 2002 and 2008, with an average of seven papers a year. Most studies (22) was produced and published by researchers of the Brazilian Southeast Region, while the international papers were concentrated in Australia (10), followed by the United States (5) and the remaining ones were spread in other countries such as South Africa , England and New Zealand, among others.

**Table 1:** Papers researched in databases

Paper identification	entire reference
P1	Adejumo O, Ehlers VJ. Methodological challenges encountered in conducting a comparative study of psychiatric nursing education approaches in two African countries: Botswana and Nigeria. <i>Arch Psychiatr Nurs.</i> 2002 Apr;16(2):86-93. PMID: 11925576
P2	Avanci RC, Malaguti SE, Pedrão LJ. Autoritarismo e benevolência frente à doença mental: estudo com alunos ingressantes no curso de enfermagem. <i>Rev Latino-Am Enfermagem.</i> 2002 Jul-Aug;10(4):509-15.
P3	Chien WT, Chan SW, Morrissey J. The use of learning contracts in mental health nursing clinical placement: an action research. <i>Int Jour Nurs Stud.</i> 2002 Sep; 39(7):685-94. PMID: 12231025
P4	Kantorski LP, Scatena MCM. A Reabilitação Psicossocial: abordagem no ensino de enfermagem. <i>Rev Enferm UERJ.</i> 2002 Set-Dez; 10(3):226-30.
P5	Maftum MA, Alencastre MB. A prática e o ensino de enfermagem em saúde mental e psiquiátrica no Brasil: questões para reflexões. <i>Cogitare Enferm.</i> 2002 Jan-Jun; 7(1):61-7.
P6	Minarik PA, Neese JB. Essential educational content for advanced practice in psychiatric consultation liaison nursing. <i>Arch Psychiatr Nurs.</i> 2002 Feb; 16(1):3-15.
P7	Mullen A, Murray L. Clinical placements in mental health: are clinicians doing enough for undergraduate nursing students? <i>Int J Ment Health Nurs.</i> 2002 Mar; 11(1):61-8. PMID: 12400109
P8	Munnukka T, Pukuri T, Linnainmaa P, Kilkku N. Integration of theory and practice in learning mental health nursing. <i>J Psychiatr Ment Health Nurs.</i> 2002 Feb; 9(1):5-14. PMID: 11896851
P9	Pedrão LJ, Avanci RC, Malaguti SE. Perfil das atitudes de alunos do curso de enfermagem frente a doença mental, antes da influência da instrução acadêmica, proveniente de disciplinas de área específicas. <i>Rev Latino-Am Enfermagem.</i> 2002 Nov-Dez; 10(6):794-9.
P10	Saar SRdaC, Bastos MAR. O currículo do curso de graduação em enfermagem da escola de enfermagem da UFMG em avaliação: analisando os programas das disciplinas. <i>Rev Min Enferm;</i> 2002 Jan-Dez; 6(1/2):21-9.
P11	Tavares C.M. A educação artística na formação da enfermeira em saúde mental. <i>Rev Enferm UERJ.</i> 2002 Set-Dez; 10(3):243-6.
P12	Kantorski LP, Pinho LB, Schrank G. O relacionamento terapêutico e o cuidado em

	enfermagem psiquiátrica e saúde mental. Rev Enferm UERJ. 2003; 12(2):201-7. •
P13	Monteiro ARM. Saúde mental como tema transversal. no Currículo de Enfermagem. Rev Bras Enferm. 2003; 56(4):420-3.
P14	Oliveira FB, Fortunato ML. Saúde Mental: reconstruindo saberes em enfermagem. Rev Bras Enferm. 2003;56(1):67-70.
P15	Pedrao LJ, Avanci RC, Malaguti SE, Aguilera AMS. Atitudes frente à doença mental: estudo comparativo entre ingressantes e formandos em enfermagem. Medicina. 2003 Jan-Mar; 36(1):37-44.
P16	Rocha RM, Kestenberg CCF, Oliveira EB, Silva AV, Nunes MB. Construindo um conhecimento sensível em saúde mental. Rev Bras Enferm. 2003 Jul-Ago; 56(4):378-80.
P17	Souza CBM, Alencastre MB. A formação do enfermeiro psiquiátrico e a pesquisa em enfermagem: algumas considerações teóricas. Acta Paul Enferm. 2003 Jan-Mar; 16(1):76-83.
P18	Esperidiao E, Munari DB. Holismo só na teoria: a trama de sentimentos do acadêmico de enfermagem sobre sua formação. Rev Esc Enferm USP [online]. 2004; 38(3):332-40.
P19	Kantorski LP, Souza J, Willrich JQ, Mielke FB, Pinho LB. Saberes e estudos teóricos em enfermagem psiquiátrica e saúde mental. Rev Gaúcha Enferm. 2004 Dez; 25(3):408-19.
P20	Labate RC, Scatena MCM, Furegato ARF. Primeiro encontro dos alunos de enfermagem com os usuários de um núcleo de atenção psicossocial - NAPS. Ciênc Cuidado Saúde2004 Jan-Abr; 3(1):33-40.
P21	Machado AL, Helene LMF, Rolim MA, Colvero LA. O processo de cuidar de sujeitos excluídos socialmente na formação de graduandos de enfermagem. Acta Paul Enferm. 2004; 17(4):439-44.
P22	Silva ATM, Souza JS, Silva CC, Nóbrega MML, Oliveira Filha M, Barros S, Braga JE. Formação de enfermeiros na perspectiva da Reforma Psiquiátrica. Rev Bras Enferm. 2004 Nov-Dez; 57(6):675-8.
P23	Wheeler K, Greiner L. Integrating Education and Research in an APRN Mental Health Services Program. J Community Health Nurs. 2004, 21(3):141-52.
P24	Campoy MA, Merighi MAB, Stefanelli MC. O ensino de enfermagem em saúde mental e psiquiátrica: visão do professor e do aluno na perspectiva da fenomenologia social. Rev Latino-Am Enferm. 2005; 13(2):165-72.
P25	Carraro TE, Rassool GH, Luis MAV. A formação do enfermeiro e o fenômeno das drogas no Sul do Brasil: atitudes e crenças dos estudantes de enfermagem sobre o cuidado. Rev Latino-Am Enfermagem. 2005; 13 (spe):863-71.
P26	Charleston R, Happel B. Psychiatric nurses and undergraduate nursing students' perceptions of preceptorship in the mental health setting. Int J Psychiatr Nurs Res. 2005 May; 10(3):1166-78.
P27	Happel B, Platania-Phung C. Mental health issues within the general health care system: the challenge for nursing education in Australia. Nurse Educ Today. 2005 Aug; 25(6):465-71.
P28	Kantorski LP, Pinho LB, Saeki, Toyoko; Souza, Maria Conceição Bernardo de Mello e. Relacionamento terapêutico e ensino de enfermagem psiquiátrica e saúde mental: tendências no Estado de São Paulo. Rev Esc Enferm USP 2005; 39(3):317-24
P29	Madianos MG, Priami M, Alevisopoulos G, Koukia E, Rogakou E. Nursing students' attitude change towards mental illness and psychiatric case recognition after a clerkship in psychiatry. Issues Ment Health Nurs. 2005 Feb-Mar;26(2):169-83.
P30	Mahoney JS, Marfurt S, Cunha M, Engebretson J. Design and Evaluation of an Online Teaching Strategy in an Undergraduate Psychiatric Nursing Course. Arch Psychiatr Nurs. 2005 Dec;19(6):264-72.

P31	Stuhlmiller C. Rethinking mental health nursing education in Australia: A case for direct entry. <i>Int J Ment Health Nurs.</i> 2005 Sep;14(3):156-60.
P32	Surgeno LJ, Dunn J, Horn J. Nursing student attitudes to psychiatric nursing and psychiatric disorders in New Zealand <i>Int J Ment Health Nurs.</i> 2005 Sep;14(3):156-60.
P33	Wood S. The experiences of a group of pre-registration mental health nursing students. <i>Nurse Educ Today.</i> 2005 Apr;25(3):189-96.
P34	Barros S, Lucchese R. Problematizando o processo ensino aprendizagem em enfermagem em saúde mental. <i>Trab Educ Saúde.</i> 2006 Set; 4(2):337-54.
P35	Grant A. Undergraduate psychiatric nursing education at the crossroads in Ireland. The generalist vs. Specialist approach: towards a common foundation. <i>J Psychiatr Ment Health Nurs.</i> 2006 Dec;13(6):722-9.
P36	Kantorski LP, Pinho LB, Saeki T, Souza MCBME. Expectativas de docentes sobre o ensino do cuidado em saúde mental. <i>Rev Eletr Enferm.</i> 2006; 8(3):363-9. Available from: <a href="http://www.fen.ufg.br/revista/revista8_3/v8n3a07.htm">http://www.fen.ufg.br/revista/revista8_3/v8n3a07.htm</a> .
P37	Munari DB, Godoy MTH, Esperidião E. Ensino de enfermagem psiquiátrica/saúde mental na faculdade de enfermagem da universidade federal de Goiás. <i>Rev Esc Anna Nery.</i> 2006 dez; 10(4):684-93.
P38	Waite R. The psychiatric educational experiences of advance beginner RNs. <i>Nurse Educ Today.</i> 2006 Feb; 26(2):131-8.
P39	Cavalheri SC, Merighi MAB, Jesus MCP. A constituição dos modos de perceber a loucura por alunos e egressos do Curso de Graduação em Enfermagem: um estudo com o enfoque da Fenomenologia Social. <i>Rev Bras Enferm.</i> 2007 jan-fev; 60(1):9-14.
P40	Curtis J. Working together: A joint initiative between academics and clinicians to prepare undergraduate nursing students to work in mental health settings. <i>Int J Ment Health Nurs.</i> 2007 Aug;16(4):285-93.
P41	Gass J, Mckie A, Smith I, Brown A, Addo M. An examination of the scope and purpose of education in mental health nursing. <i>Nurse Educ Today.</i> 2007 Aug;27(6):588-96.
P42	Gilje FL, Klose PME, Birger CJ. Critical Clinical Competencies in Undergraduate Psychiatric-Mental Health nursing. <i>J Nurs Educ.</i> 2007 Nov;46(11):522-6.
P43	Henderson S, Happell B, Martin T. So what is so good about clinical experience? A mental health nursing perspective. <i>Nurse Educ Pract.</i> 2007 May;7(3):164-72.
P44	Henderson S, Happell B, Martin T. Impact of theory and clinical placement on undergraduate students' mental health nursing knowledge, skills, and attitudes. <i>Int J Ment Health Nurs.</i> 2007 Apr;16(2):116-25 .
P45	Kantorski LP, Pinho LB, Schrank G. O ensino de enfermagem psiquiátrica e saúde mental - um estudo a partir da produção científica da enfermagem. <i>Rev Enferm UFPE On line.</i> 2007; 1(2):225-8.
P46	Oliveira EB, Kestenber CC, Silva AV. Saúde Mental e o ensino sobre drogas na graduação em enfermagem: as metodologias participativas. <i>Rev Esc Anna Nery.</i> 2007 dez; 11(4):722-7.
P47	Reinaldo AMS, Pillon SC. História da enfermagem psiquiátrica e a dependência química no Brasil: atravessando a história para reflexão. <i>Rev Esc Anna Nery.</i> 2007 dez; 11(4):688-93.
P48	Silva TC, Vianna PCM, Silveira MR. O tempo: uma questão no ensino da enfermagem psiquiátrica. <i>Rev Min Enferm.</i> 2007 Jul-Set; 2(3):323-30.
P49	Rassol GH, Rawaf S. Predictors of educational outcomes of undergraduate nursing students in alcohol and drug education. <i>Nurse Educ Today.</i> 2008 Aug; 28(6):691-701 .
P50	Hapell B. The importance of clinical experience for mental health nursing - Part 1: Undergraduate nursing students' attitudes, preparedness and satisfaction. <i>Int J Ment Health Nurs.</i> 2008 Oct; 17(5):326-32 .

P51	Hapell B. The importance of clinical experience for mental health nursing - part 2: Relationships between undergraduate nursing students' attitudes, preparedness, and satisfaction. <i>Int J Ment Health Nurs</i> . 2008 Oct;17(5):333-40.
P52	Hapell B. Clinical experience in mental health nursing: Determining satisfaction and the influential factors. <i>Nurse Educ Today</i> . 2008 Oct;28(7):849-55.
P53	Happell B, Robins A, Gough K. Developing more positive attitudes towards mental health nursing in undergraduate students: part 2 - The impact of theory and clinical experience. <i>J Psychiatr Ment Health Nurs</i> . 2008 Sep;15(7):527-36.
P54	Patterson C, Curtis J, Reid A. Skills, knowledge, and attitudes expected of a newly-graduated mental health nurse in a inpatient setting. <i>Int J Ment Health Nurs</i> . 2008 Dec; 17(6):410-8 .
P55	Peres MAA, Barreira IA. Uma nova enfermagem psiquiátrica na Universidade do Brasil nos anos 60 do século XX. <i>Rev Esc Enf Anna Nery</i> . 2008 mar; 12(1):108-14.
P56	Pergola AM, Garcia APRF. O aprendizado da construção de caso clínico em saúde mental. <i>Rev Esc Enferm USP</i> . 2008 Jun; 42(2):383-8.
P57	Silva EC, Furegato ARF, Godoy S. Estudos de casos clínicos em saúde mental por meio de discussão on-line. <i>Rev Latino-Am Enfermagem</i> [online]. 2008 Mai-Jun; 16(3) <a href="http://www.scielo.br/pdf/rlae/v16n3/pt_15.pdf">http://www.scielo.br/pdf/rlae/v16n3/pt_15.pdf</a> .
P58	Simpson A, Reynolds L, Light I, Attenborough J. Talking with the experts: Evaluation of an online discussion forum involving mental health service users in the education of mental health nursing. <i>Nurse Educ Today</i> . 2008 Jul;28(5):633-4.
P59	Middleton L, UY L. A social constructionist analysis of talk in episodes of psychiatric student nurses conversations with clients in community clinics. <i>J Adv Nurs</i> . 2009 Mar;65(3):576-86.
P60	Barros S, Lucchese R. A constituição de competências na formação e na prática do enfermeiro em saúde mental. <i>Rev Esc Enferm USP</i> . 2009; 43(1):152-60 .

A general thematic grouping of papers was performed, and it found 15 themes and 21 subthemes. Nonetheless, six themes were categorized and analyzed, namely: a) Implication of Curriculum for the teaching of the psychiatric nursing care and mental health; b) Mental Health Care in teaching and practice, c) Studies based on Perception of Psychiatric Nurses - Teaching and Skill; d) Theoretical and Practical Competencies; e) Teaching Strategy for/in Practice; f) Clinical Experiences/Internships of Mental Health Nursing. The choice for the six themes had as criterion those that directly discussed the study object.

### Implication of Curriculum for the teaching of the psychiatric nursing care and mental health

The teaching of the mental health care is also mediated and modified by curricular reforms in each home country. In Brazil, the curricular change is materialized by means of the National Curriculum Guidelines (NCGs).<sup>7</sup> Due to failing to relate the world curricular changes with the teaching of mental health care in each home country, one trivializes the inclusion and analysis of international studies with the Brazilian reality. From an ethical and rigorous perspective, one seeks to commit itself to analyze Brazilian specific issues with national papers. Papers from other countries subsidize wide and contextual analyzes involving the teaching of care.

Regarding the content of nursing care, it appears in the NCGs in the art. 6<sup>th</sup>, line III, point b.<sup>7</sup> A discovery that international studies have brought to this review refers to the poor discussion

and research on the essential contents that must support the nursing curriculum in relation to psychiatric nursing and mental health nursing (P6, P7 and P38). Furthermore, one can find studies that did not identified, in some curricula, contents referring to psychiatric nursing or mental health nursing (P35). On the other hand, the study P27 mentions that there should be mandatory contents for the teaching of psychiatric nursing, while the work P31 refers to the need to create forums for discussion on the theme. The study P36 reveals that, in the U.S.A., the teaching of psychiatric nursing and mental health nursing has a normative establishing the Essential Contents for the Graduation Nursing Course in relation to psychiatric nursing and mental health nursing. Studies in Australia and New Zealand there are proposals to elaborate national guidelines for the teaching of psychiatric nursing, because there is a tendency to reduce the increasing number of teachers and professionals in this area.

In developed countries, the training of mental health in the Graduation Nursing Course is included. Nevertheless, there are 19 countries, especially undeveloped, where there is no formal approach of mental health contents in graduation nursing courses, which show similarities with the Brazilian nursing, where it is stated that there is a significant amount of schools that do not prepare graduates to practice mental health nursing because they provide little, if so, specialized content in mental health nursing, as well as a poor clinic practice in mental health.<sup>8</sup>

Thus, it is perceived that there is no legal guarantee of contents of psychiatric nursing and of mental health in the Brazilian nursing curriculum. Hence, the valuation of the content of the nursing care in mental health is mainly presented from the NCGs, from the correlation of forces covering the process of curricular change and from engagement of teachers in spaces of political decisions.

### **Mental Health Care in teaching and practice**

It is unanimous, among national and international studies, that care is the epistemic object of nursing. Through the care, nursing seeks to advance in relation to sciences, technologies and seeks to consolidate its identity in the health field. From the NCGs, the nursing care is one of the specific competencies and skills to be adopted in the training of the nursing professional. This nursing care is proposed under the perspective of comprehensive health, and it is consistent with the individual and collective demand through the use of instruments that guarantee the quality of such care, while also requiring an ethical and political perspective in its discussions.<sup>9</sup>

The inclusion of mental health care in the Pedagogical Project of the Graduation Nursing Course and in the Teaching Plan will depend on the involvement, especially from teachers, as mentioned by P21. Anyway, the mental health care depends on the institutional guidelines of the university management, from the nursing course, from the teacher and from the current sanitary reality, besides the permanent pedagogical qualification.

From the viewpoint of the practice of mental health care during its teaching, it faces some challenges, as indicated by P8, such as, for example, the reduced number of professionals in services, while the number of patients tends to increase. The study P8 mentions the complexity that involves the mental health care in practice, which can be seen through the local sanitary reality in relation to the amount of human resources and the epidemiology, the teaching-service



context, the details involving the teacher in relation to the academic student, the user and to the field's nurse.

Accordingly, it is assumed that both teaching (management/teacher/student) and practice (management /nurse/user) require articulation, so that it minimizes the distance between the social division of labor, education and care, thus creating bonds between theory and practice. To that end, the characteristic of the care exposed in the NCGs is inherent to knowledge, competence and skill, but, in the context of the National Policy for Mental Health (known as PNSM), the care is a mainspring for health practices. In the current scenario, the PNSM is anchored in the tendency of reversal of the hospital-centered model, in order to achieve a significant expansion of the extra-hospital network, community-based, with the understanding of issues of alcohol and other drugs as a public health problem and a priority in the current government. This policy simultaneously confirms the guidelines of the Brazilian Unified Health System, through the Federal Law nº 10.216/01 and the VI National Conference on Mental Health, besides the challenge of maintaining a continuous program of training of human resources for psychiatric reform.<sup>10</sup>

From the moment in which the PNSM requires technical and theoretical training of workers and teaching focuses a generalist viewpoint, the care is configured in a gap inherent to the current challenges of nursing, namely, such as the tension between its generalist and specialist expressions. This gap is related to social, professional and symbolic nursing structure in a sanitary world organized by the biomedical knowledge, where the holistic and comprehensive essence shows itself tensioned with the needs of serving the specificities of an area of knowledge and a care-related field. In light of the foregoing, it is emphasized that the relevant topic for the nursing care in mental health is the "how" to take care in the practice field, since all professionals also conduct the care shares. Then, one can realize the comprehensiveness, the interdisciplinarity, the continuous education and the community field as constitutive factors of mental health care.

Thus, what one wanted to demonstrate about the mental health care, both in teaching and in practice, is that contents, skills and competencies, essential for a generalist training, must be discussed during the training process, as pointed by the P37. Based on the above, the constitution of mental health care, from the perspective of comprehensiveness and interdisciplinarity - advocated both by the NCGs and by the PNSM - can be defined by the level of complexity that the graduation training has oriented. What is required as an interface between the field of education and the health area is a generalist nursing care in mental health, consequently, a preparation for health services, thus configuring it as an ethical-political value.

The mental health care, as an ethical-political value<sup>12</sup>, is based on four premises<sup>13</sup>: a) freedom in denying the isolation; b) comprehensiveness in denying the selection c); cope with the problem and social risk as opposed to the nosological model; d) investigation of each situation within its uniqueness and take it as objective, because providing autonomy is possible. The authors argue that the premise of quality of the mental health care is the permanent incorporation of the role of therapeutic companion as denial of the frequent referral. The therapeutic companion presupposes the assumption of responsibility and the action as mediators of the relationships between the user and the world. In short, the mental health care in teaching and in practice will depend on theoretical orientation compatible with the PNSM, on the teaching-service articulation and on the theoretical construction based on a clinical practice that focuses

on comprehensiveness, interdisciplinarity, with continuous education and in community.

### **Studies based on Perception of Psychiatric Nurses - Teaching and Skill**

This issue emerges because of the importance of the viewpoint of psychiatric nurses in relation to the teaching of mental health nursing. This perception, conditioned upon the performance time in the specific area of direct contact with the demand for mental health, the teaching-service articulation, the experience as graduation students and by the concern with teaching, strengthens the option to understand the thinking of these workers. This fact matches the NCGs, when they mention the necessary joint between teaching, research and extension/ care in their art. 9<sup>th</sup>.

The study P38 investigated 15 psychiatric nurses in mental health services in the United States, with the aim at providing education preparation for the psychiatric nursing practice, and obtained the following results: 1) Importance of interactions with the patient, 2) Quality of clinical assignments for educational purposes; 3) Learning methods; 4) Professional Boundaries; 5) The value of treatment groups; 6) The challenges of psychopharmacology. This study is added to other Brazilian studies when referring to the emphasis on communication and therapeutic relationship. Partly, this happens because the first theoretical systematizations of psychiatric nursing in Brazil, and outside it, are linked to the theories of psychiatric nursing of Peplau Travelbee, from the decade of 1950/60, by focusing its studies on interpersonal relationship.

Regarding the teaching methodology, Brazilian studies indicate the method of problematizing pedagogy as one of the main educational pathways of mental health. As for international studies, the problem-based learning (PBL) has been indicated as the most suitable and indicated teaching method by specialist nurses. Concerning the contents to be approached, there is no consensus in the studies read from the perception of nurses. Some surveys point psychopathologies, other works are focused on the holistic aspect. Nonetheless, there is a consensus among international studies with regard to the idea that content should be mandatory and essential in relation to psychiatric nursing and mental health. Those studies that deal with psychiatric nurses report about the interdisciplinarity, the competence to work in and with groups and the need to scientifically keep the nurses updated with the profession and working field. All studies reported the importance of the teaching-service articulation, which is also valued both by the NCGs and by the PNSM.

During this integrative review, it was observed that contents, competencies and skills seem to be universal. Even so, Brazilian studies do not address the discussion about skills for nursing in the mental health field. Both the Scottish study P41 and the Australian P54 reflect on the issue of nursing skill in mental health in a deepened and relevant manner. The above mentioned studies indicate the lack of a clearly defined set of skills necessary for the acquisition of mental health nursing from the graduation course. Both studies report that, for the formation of skills, it is required partnership among the teachers, the students and the practical field's nurses.

The study P54 argues that skill plays a core role in minimizing the gap between theory and practice, given that most students leave school/college without knowing what they are required to know about mental health. In this case, the expected skills of a newly graduated in mental

health nursing are communication, sureness, self-knowledge and care. The survey reported that skills like planning, sensitivity towards the human being in psychological suffering and the nursing record are of utmost importance. The interviewed nurses reported that broader discussions about curriculum and essential skills for mental health nursing must be conducted.

In the Brazilian context, the NCGs, when referring to skill and competence, these are presented together, i.e., skill and competence, when mentioned, are addressed in the same context, without more explicit specifications. In a sense, one can perceive congruence of NCGs with foreign studies, as they associate skill with communication, record, management and decision making. It is also realized that nursing care is not registered by foreign studies as a skill expected for future nurses, while, for the NCGs, care is one of the skills and competencies expected of the future nursing professional.

The development of skills goes through the explicit knowledge, through disciplines and other formal curricular activities, but not restricted to it, thus requiring further discussions.<sup>14</sup> For the author, the construction of the skills requires the implicit knowledge that refers to citizens able to answer challenges put by society. The development of the skill depends on the adoption of a theoretical and pedagogical benchmark that supports a transformative and appropriate learning to the social demands. For P60, the skill requires repetition and practical time for its enhancement.

### **Theoretical and Practical Competencies**

The parlance of competence seems something common in the studies. However, studies have reported shortage of theoretical production on competence in psychiatric nursing and mental health, both for teaching and for the practice. There are few studies that conceptualize and problematize the term competence or assign to it a historical and theoretical context. The study P60 deepens the discussion of competencies in mental health under the benchmark of the pedagogy of competencies, and among the quoted authors is Perrenoud, the classic author of the study of competencies.

The study has found that teachers, when preparing teaching plans according to the principles of the Psychiatric Reform, do not define the pedagogical benchmark that supports the teaching-learning process. The author reveals that nursing teaching has not trained for the competence, although one can hear speeches related to such word. To that end, practice nurses and teachers who teach mental health were interviewed and, as a result, it was perceived the knowledge required to manage a complex situation in mental health in the nursing practice associated with this specialty. The author of the study P60 mentions as general competencies: knowing how to act and react with pertinence; knowing how to combine resources and mobilize them in a context; knowing how to transpose; knowing to learn how to learn; and know how to engage itself. The author emphasizes that the choice of the pedagogical benchmark and the teaching-service relationship are essential, because there is no consensus on what would be competence in this context and its relationship with the process of Psychiatric Reform.

Health care is a core competence to establish effective transformations in the care model and must be considered as a dimension of comprehensiveness, as a SUS guideline, and being present both in teaching and in practice, so that the solvability to those who seek health services might be more effective.<sup>15</sup>

For P7, the aim of clinical internships is to encourage students to be clinically competent in the trial to optimize therapeutic results for their customers. For the study P16, the acquisition of competence in mental health is started in the nursing student through means of the teacher, since it is to extend the emotional competence of learners, their ability to deal with their own emotions and those of others. According to P16, the alliance between the emotional competence and the technical competence is achieved when there is a connection between the student and the customer, whether through listening, respect or empathy towards the suffering of others. The indication of the self-knowledge as a fundamental approach in developing the skills of psychiatric nursing was unanimous among Brazilian and foreign studies.

On the other hand, the study P42 explored the perception of mental health nurses about clinical competencies in psychiatric nursing and in mental health for the graduation course. From the results, the authors of the study P42 consensually elected the following clinical competencies for the nursing graduation in mental health: 1. Therapeutic communication; 2. Therapeutic use of self; 3. Nursing process; 4. Sureness; 5. Clinical learning; 6. Dialogue; 7. Guidance from the teaching staff; and 8. Professional conduct.

In general, the studies that address the competencies express the research as something crucial to the development of this theme in the teaching scope. They state that there is a poor investment in this theme, but the tendency is to explore the issue of competence by taking into account that it tends to become a common language for the health area. Whatever the reason for it, the nursing care in mental health might be presented in the educational plans as a competence for the nursing professional. Hence, it is important debating the competence as an organizing principle of curricula for nursing schools.

### **Teaching Strategy for/in Practice**

The teaching strategies for the nursing care in mental health configure one of the parts of commitment from the teacher to the development of the theme. Accordingly, the pedagogical strategies are expressed as teaching methodologies in NCGs<sup>7</sup>, in general, in the art. 14, establishing that the structure of the Graduation Nursing Course should ensure that students learn to learn, articulate the knowledge, the knowledge on how to do and the knowledge on how to live and coexist and work dynamic in groups.

The study P40 (Australia) reported that among the strategies suggested in the literature are: the use of skills from problem-based learning (PBL) with priority, followed by approaches based on firm evidence; ensuring the provision of satisfactory clinical internships; and making closer ties between universities and clinical areas. The authors suggest the need for more effective communication between teaching and service, as well as that academic students visit and are acquainted with the clinical context and, lastly, that academics and clinicians will need to collaboratively work to recruit new graduates in mental health nursing; theater workshops aiming at the mental health nursing; participation of users and mental health workers in lectures. The study P40 also reflects that the presence of patients in the nursing teaching in mental health fosters the development of skills for the future nursing professional.

In this sense, the teaching plans that reflect the intention of the course on the mental health care might present, in their practical strategies, the participation of users, of other professionals, of family members, with a view to starting the integrated and interdisciplinary

preparation, as advocated by the NCGs<sup>7</sup>, especially in the art. 14.

Brazilian studies also point to this direction, such as, for example, the studies P56 and P57, which emphasize alternative ways to the nursing teaching in mental health. The P56 addresses a strategy based on the psychoanalysis of construction of clinical case involving the staff and the user. The study P58 involves the participation of other professionals, as well as the use of computerized resources. Furthermore, some foreign studies also indicate the use of virtual resources as tools for the nursing teaching, which involve professionals and users of mental health services, such as in P30 (USA) and P58 (England).

The study P59 (South Africa) starts from a work that makes use of cassette tape recordings during the interview with users in psychiatric clinics, builds the clinical case and presents it in seminar format within the classroom.

The study P3 (Hong Kong) reports a strategy close to what is recommended by the Brazilian PNSM, with regard to the development of unique therapeutic projects with users<sup>11</sup>, in which, instead of a standard teaching, the tutor teaches in line with the individual demand of the student, thus respecting its time and necessity. The authors addressed the strategy of learning contracts, which is a written mutual agreement between teachers and students, where it is explicitly stated the things that a learner will do to achieve specific learning results. For P3, this activity is built from the student, so that it might relate what was taught in the classroom with the clinical field. Learning objectives, learning resources and strategies, evidence of success and means of validation of evidence are agreed in learning contracts. The same authors concluded that this form of learning depends on the learning style of students and, if they do not see their responsibility in the sense of their learning, it is difficult to use the contract as a learning method, especially because students are accustomed to face a pedagogical learning.

It is worth highlighting that the use of teaching strategies in mental health nursing is advocated by NCGs and it is a task of nursing schools to establish their own teaching methods aiming at completeness and interdisciplinarity.

### **Clinical Experiences/Internships of Mental Health Nursing**

Clinical internships are mandatory during the nurse's training in Brazil, according to the NCGs<sup>7</sup> in their Art. 7<sup>th</sup>. In order to fulfill this determination, the planning for internships must involve the number of teachers and field supervisors, the local, the workload destined for their achievement and the teaching-service relationship. Moreover, the NCGs recommend a total of 20% over a minimum workload of 4.000 hours, for being developed in five years, as noted in the Resolution n° 4, elaborated in April 2009.<sup>16</sup> Thus, there is a total of 800 hours for practical internships, and each school might plan the workload of internship to mental health nursing and describe according to its reality through the pedagogical projects of courses (PPC).

Through PPC, the courses indicate the hours and the location of internships for training nurses. Regarding the location, the PNSM<sup>10</sup> has emphasized a redirect of mental health care inserted in a territorial context through extra-hospital services, such as primary care, centers for family health support (NASF), therapeutic residences, general hospitals and psychosocial care centers (CAPS), among others. Thus, the local of internships for the nursing teaching in mental health might be consistent with the PNSM, provided that the local sanitary reality has conditions for such practice. It does not mean to simply and purely deny the asylum reality, it is thought

that, if the reality in which certain nursing school is established, the psychiatric hospital might become, at least, a place to visits. What is observed is that the internship in nosocomial environments, above than the number of hours that could be distributed to other fields, has not been an orientation consistent with the PNSM, by considering that the training must be geared towards community-based services.

This is even justified, because, in reviewing the literature, it is unanimous, among national and international studies, the assertion that satisfactory clinical internships represent, to the student, a decisive factor in the choice of the professional activity in psychiatric nursing and mental health . One might think that the contact of the student with a not yet seen reality, in this case, the asylum environment, can further minimize the desire to go to that field. Nonetheless, what can also define the choice for the field of operation, besides the health and education policies, is the labor market, which, in Brazil, has the Health Strategy Family, which belongs to the Brazilian Unified Health System, as the largest employer in the health scope.<sup>17</sup>

Seen by another vertex, some studies, such as P20 (Brazil), report that the experience outside the walls is fruitful for students, such as, for example, in CAPS. The same study reports that open services do not include certain amount of students, thus making it difficult to follow internships based on the principles of the Psychiatric Reform.

The study P8 (Finland) reports that it is necessary to make clear the purpose of the internship to students, which, to the authors, would be training nursing professionals competent and able to meet the needs of the working life. The study also recommends that, to build the relationship between theory and practice, this relation must be formulated by means of the articulation among teachers, students, nurses, counselor and nurse managers. This same information is corroborated by the study P23 (USA), graduation students, along with the supervisors of advanced practices in Psychiatric Nursing, act in: screening to identify mental disorders; psycho-educational sessions, women's health promotion, assertiveness skills, preparation of leadership team and education for mental health.

Eight Australian studies were identified, and they specifically addressed the clinical internships of mental health nursing. In general, all of them describe that: the theoretical and practical planning of the internship must take place together with nurses and others involved in the process; the relationship between teacher and student is essential, because the student has the teacher as a model of learning; the more positive attitudes the internship brings for the academic student, the more ability it will have to satisfactory develop activities in the mental health scope; the time is a crucial factor for that the scholar can conduct its internship (P7, P26, P43, P44, P50, P51, P52 and P53).

The study P51 (Australia) addressed some factors that might influence students when they go to perform the clinical internship, such as attitudes in relation to the mental illness, to the mental health nursing and its feeling of preparation for the practice in the field, which can effectively influence the clinical exposure in a satisfactory and valuable manner. The impact of theory on attitudes and preparation, consequently, is worthy of further investigations (P51).

The study P53 (Australia) also reinforces the viewpoint of the P51 with regard to the lack of studies on the impact of the theory on the students' attitudes. Nevertheless, it is noted that, for this study, the relevant matter is the number of hours used for the realities of the graduation nursing courses, in which the psychiatric hospital remains to be the internship location, as well as the place where the internship in health mental is conducted. This prominence starts from the

orientation of the study<sup>18</sup>, which cites the contradiction of nursing internships in mental health remain to be held in psychiatric hospitals, since there is a recommendation of the PNSM that human resources are trained in extra-hospital services.

## CONCLUSION

After the presentation of these issues on the teaching of the nursing care in mental health, one concludes that this is an essential content from the NCGs in Brazil, because nursing care is also in mental health, under the prerogative of comprehensiveness.

There are concerns in international studies to legally ensure required contents for the teaching of psychiatric nursing and mental health, elaborated from discussion forums and representative bodies. In Brazil, from the viewpoint of the NCGs, the teaching of psychiatric nursing and mental health is supported from the Unified Health System, in which the National Policy on Mental Health is component, and from the sanitary reality, whose epidemiological profile and the health/disease process are considered together with the comprehensiveness of the act of caring.

The integrated or disciplinary curricular modality might be the object of future studies, if one way or another develops more comprehensive forms of care or not. The theoretical benchmarks that support the care present themselves with the nature of the psychiatric nursing. It is perceived that nursing, in this study cutout, has opened its boundaries of knowledge, because it believes that the human complexity that is also expressed by the psychological suffering requires a wide theoretical and philosophical approach to get closer to the psychic structures. Regarding the clinics that support the professional exercise of nurses, it is understood that the expanded clinic, which focuses on the psychosocial paradigm as a strategy to break with the asylum-based model in the Family Health Strategy, describes essential tools to work in the SUS scope.

It was realized that there is a challenge in the curricular teaching that focuses the relationship between the generalist nurse and the specialist nurse in psychiatric nursing and mental health, because: the teachers of the course seek to be trained to address the mental health in contents/disciplines that they administer; teachers of mental health act together with other teachers of different contents/disciplines; mental health remains being content/discipline within the curriculum. These combinations of relationship become object of discussions for the different academic realities.

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