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HEALTH DISCIPLINE MENTAL DURING GRADUATION IN NURSING AS PROCESS OF NURSING EDUCATION: INTEGRATIVE REVIEW

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ABSTRACT

Objective: To identify evidence from the literature on the importance of the mental health discipline in the training of nurses. **Method:** This is an Integrative Review, carried out from July to August 2019, including scientific articles, selected and published from 2015 to October 2020, in Portuguese, English and Spanish in the Latin Literature databases -American and Caribbean Health Sciences (LILACS), Scientific Electronic Library (SciELO), BDEFN (Nursing Database) and the international virtual health library PUBMED (International Literature in Health Sciences). **Results:** Identified eight articles. With emphasis on the importance of mental health in the training of nurses with the need for changes in the formulation of the curriculum; develop mediations provided by interdisciplinarity and in the innovative and promising teaching model; train psychiatry specialists in primary care by strengthening the National Mental Health Policy; to propose social changes in the field of science and technological development and in the expanded clinic as one of the guidelines of the national humanization policy. **Conclusion:** there is an urgent need for curriculum proposals mediated by recommendations regarding the teaching of Psychiatric Nursing in Mental Health, mediated by curricular strategies that contextualize and the importance of discipline for learning in Nursing in Mental Health and Psychiatry.

Keywords: Mental Health; Nursing students; Nurse, Psychiatric Nursing.

INTRODUCTION:

According to the World Health Organization (WHO), health is not just the absence of disease, but the perfect physical, mental and social state. Thus, the context of Mental Health refers to "the state of well-being in which the individual realizes his abilities, can cope with the normal stress of life, work in a productive and fruitful way and contribute to the community in which he operates.¹"

Mental health can be perceived as the investigation of psychic balance in the face of the difficulties experienced by people. Facing issues such as the duration, intensity and consequences of the anxieties felt that can promote the development of mental disorder. Thus, mental health needs to be seen from a global perspective, going beyond pathology, but the breadth of interpretations about the concept of mental health prevents the consideration of a single and complete definition².

In the field of research, teaching and practice, Global Mental Health aims to improve balanced access for people. It can also be inferred the monitoring of people and professionals by the services provided in primary care and interventions based on scientific principles to expand access to health³.

In this context, mental health problems become a priority public health issue, as they represent approximately 13% of all existing diseases, affecting around 700 million people worldwide. Studies indicate that by 2020, mental illnesses will be the most disabling, affecting about 23 million individuals, with Brazil within the same dimensions¹.

In view of this scenario, it is essential to prepare the professional nurse to take

care of mental health, and with regard to the training of nurses working in the area of mental health. Therefore, it should be noted that higher education institutions in nursing are a place that restricts the conception of undergraduate students about the reality of health and the practice of these future professionals.

Therefore, over time, these institutions have become responsible for promoting changes in the teaching of mental health and psychiatry to meet the needs of new models of care⁴. However, it is still possible to observe that the nursing curriculum has not yet adapted to the hypothesis of psychiatric reform.

In this way, mental health and psychiatry disciplines in many curricula have been reduced and, when present, emphasize psychopathologies and drug treatment and practical teaching, generally as the first option for educational institutions, are psychiatric hospitals; this situation can be proven with the inheritance of the biomedical learning model, which can be a deficit for the undergraduate to think about mental health strategies within primary health care^{5,6,7}.

Part of this premise, in context that few Higher Education Institutions, address the relevance of work in mental health education networks, which can be a factor to be dealt with in a superficial way, fragmented among several disciplines such as adult, child and elderly health.

Consequently, the nursing student does not acquire satisfactory knowledge in order to foster plausible discussions due to gaps in his education, guiding the following guiding question: in relation to the mental health discipline? " Therefore, the aim of this study was to identify evidence from the literature regarding

the importance of mental health discipline in the training of nurses.

METHOD:

This is an integrative review, carried out from July to August 2020. The review of the process was based on the recommendations of the conference list *Preferred Reporting Items for Systematic Reviews and Meta-Analyses*⁸ (PRISMA). The Integrative Review refers to a method where it allows the synthesis of multiple published studies allowing general conclusions about a particular area of study^{9,10}.

The integrative review took place in six stages: Phase 1 - Identification of the topic and hypothesis of a research problem for the elaboration of the integrative review; Phase 2 - Establishment of criteria for inclusion and exclusion of studies found in the literature search; Phase 3 - Categorization of studies and data collection; Phase 4 - Evaluation of the studies included in the integrative review; Phase 5 - Interpretation and discussion of results; Phase 6 - Presentation of the integrative review. After delimitation, the research problem was evaluated and stratified according to the PVO strategy (Population / Problem, Variable and Results / Out comes).

The mnemonic was applied PICO to define the guiding question: What is the evidence found in the literature about the challenges that come to the student during the nursing graduation in relation to the mental health discipline?

The searches were carried out in the databases of Latin American and Caribbean Literature in Health Sciences

Figure 1 summarizes the selection of reports.

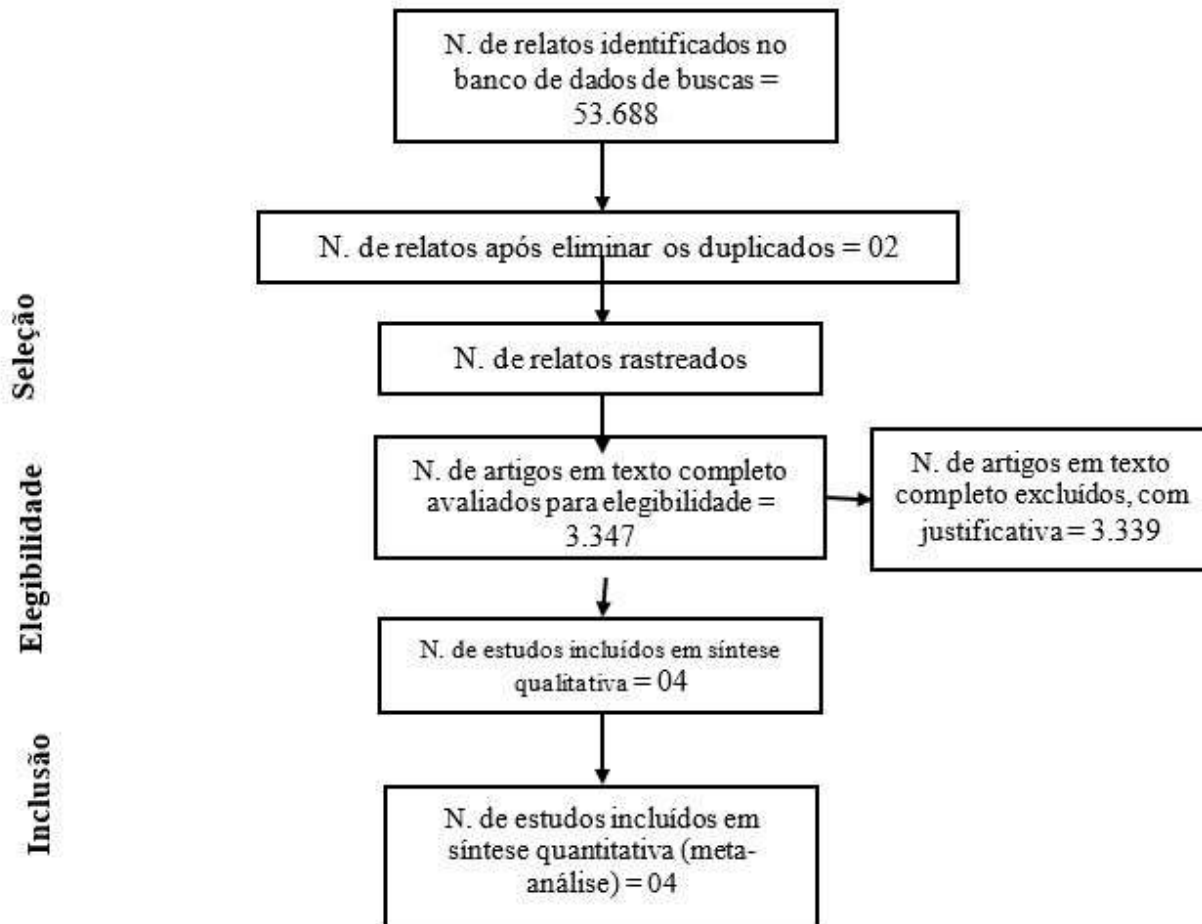
(LILACS), Scientific Electronic Library (SciELO), BDNF (Nursing database) indexed to the virtual health library, and in the virtual library international health program PUBMED (International Literature in Health Sciences).

The study contemplated the eligibility criteria, which highlighted publications of scientific articles, selected and published in the period from 2015 to 2020, available electronically in full text, in Portuguese, English and Spanish. The health terminology consulted in the Health Sciences Descriptors (DeCS) and the Medical Subject Headings (MeSH) were used, by which the respective descriptors were identified: Mental Health AND Nurse, Nursing Students AND Mental Health, Nurse AND Student of Nursing AND Mental Health, going through the search through the Boolean operators AND and OR. Repeated articles were excluded, those that even when entering the search did not fit the theme, reviews, book chapters, dissertations or theses.

For the analysis of methodological rigor, an instrument adapted by the researchers was used, which made it possible to survey the dimensions of the studies, mainly containing the following variables: Databases, Country of origin, Title, Type of Study, Authors, Journals and publication years.

All selected articles were subjected to a thorough reading, carried out in two stages: in the first, the synthesis of the identification data and the characterization of the sample was carried out, and in the second, the analysis of the content of the articles, being validated by two specialist researchers.

Figure 1 -Flowchart of the study selection process according to PRISMA. São Paulo, SP, Brazil, 2021.



RESULTS

Regarding the characterization of the articles included in the integrative review, selected papers prevailed in international journals. In the first survey, 53,688 articles were identified, of which 38,665 were from LILACS and 175 from SCIELO, based on BDEF 975 and Pubmed 13,873.

In the search for titles, some studies were excluded and with the application of the inclusion / exclusion criteria and reading the abstracts, 3,347 articles were selected, being eligible: 08 articles contemplated and distributed in the

following databases, 01 from LILACS and 01 from SCIELO, 01 article in BDEF and 05 articles in PubMed. (Chart 1 according to the scope of the study).

DISCUSSION:

For the interpretation of the results and presentation of the analysis made, it was decided to discuss the outcomes based on the convergent variables extracted from the articles. Thus, for the study, all articles refer to the importance of the Mental Health discipline in the training of nurses, as well as to the need for changes

and curricular reorganization. There are changes in the formulation of the curriculum since 2004, due to the reflexes of the psychiatric reform of 2001¹¹.

Through official documents, trends in curriculum changes over the period from 1969 to 2014 became evident, although the most significant change was in 2004, due to the implementation that took place in law 10216/2001¹¹. Historical evolutions are conceived through studies of time line analysis, where models of students' thoughts and skills are analyzed¹².

Thus, the innovation of mental education in view of the imperatives due to the need for mental health service, it is essential to consider the challenges in developing mediations provided by interdisciplinarity, in order to develop critical and reflective thinking on issues related to mental health, solidifying processes of mental health. permanent education, aimed at reorienting the nursing curriculum mediated by intensifying care models in the adoption of teaching methodologies¹³.

Throughout the historical context of nursing education in mental health, thoughts, practices, profile and competence of students based on the Psychiatric Reform were contextualized, being directed to appropriate appropriations for an innovative and promising teaching model¹⁴. The article addresses the need for training nurses who are specialists in psychiatry and to assess the likelihood of encouraging this training. Factors related to students' personality traits and attitudes towards psychiatry are evaluated.

The study concludes that the choice for the specialty is affected by pre-graduation factors and this aspect should

be carefully considered, contributing to the best offer of the professional specialist in the market¹⁵. One of the articles explores the importance of training nurses to work in health in primary care. Limitations in the conduct of teaching were evidenced due to low workload, prioritization and expansion of teaching in other specialties. The author suggests that there is commitment and efforts on the part of teachers and students to overcome gaps in this training. It also mentions the strengthening of the National Mental Health Policy¹⁶.

Therefore, he observed the need to develop a Curriculum model in the initial training in mental health nursing, facing the challenge of constantly reevaluating and transforming, aiming at profound social changes in the field of science and technological development. On a global scale, the incidence of mental health problems and mental illnesses will be the main challenges of the health system in the 21st century. This makes basic training of nurses urgently needed to meet the needs of people and the needs of people and communities¹⁷. The Systematization of Nursing Assistance (SAE) provided for in resolution 358/09 for the implementation of the nursing process and the expanded clinic as one of the guidelines of the national humanization policy with the purpose of giving autonomy to the user becomes a challenge with regard to the mental health teaching in order to lead students to reasoning in scenarios that emerge in the need to develop competence that foster interdisciplinarity¹³.

It is notorious the innumerable challenges, with regard to ethical and technical issues encountered by teachers in Higher Education Institutions (HEIs), audiences

that are locked in to conduct teaching in mental health in the nursing framework that underlies the performance of nurses in Primary Care Health (PHC). It highlights the challenges faced in institutional spheres, stimulating a transformation since teachers believe in the power in the field to subsidize training in mental health, as opposed to a rethink in psychiatric hospitals as a place to be adapted¹⁶.

The limitation of this study is related to the methodology adopted, as a prospective study can facilitate the expression and need of students and teachers who would verbalize the importance of the mental health discipline in the undergraduate and nursing education curriculum.

CONCLUSION:

The study made it possible to identify that even though curricular subjects mediated by proposals regarding the teaching of Psychiatric Nursing in Mental Health are approached, there is a distance between institutions and faculty for the real process of training the future professional nurse, making it necessary that transformations are initiated that involve curricular changes for the integralization of the same. Thus, it is expected to encourage future research and reflections related to contextualization and the importance of discipline for learning in Nursing in Mental Health and Psychiatry.

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