



CHANGES IN UNDERGRADUATE EDUCATION IN PSYCHIATRIC NURSING AND MENTAL HEALTH AREA: INTEGRATIVE REVIEW

MUDANÇAS NO ENSINO DE GRADUAÇÃO NA ÁREA DE ENFERMAGEM PSIQUIÁTRICA E SAÚDE MENTAL: REVISÃO INTEGRATIVA

CAMBIO EN LA ENSEÑANZA DE GRADUACIÓN EN EL ÁREA DE ENFERMERÍA PSIQUIÁTRICA Y SALUD MENTAL: REVISIÓN INTEGRADORA

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ABSTRACT

Objective: to analyze changes and innovations in psychiatric nursing /mental health graduation education. **Method:** integrative review, in order to answer the following question << *What are the innovations and changes made in the nursing graduation education in the psychiatry and mental health teaching area?* >>. Databases of LILACS, MEDLINE and BDNF, virtual library SCIELO were consulted using the following keywords: innovation diffusion, teaching materials, nursing, mental health and psychiatric nursing education. Eight articles discussed from the categories were selected for the analysis. **Results:** three categories were obtained: 1. Skills for the development of an innovative mental health and psychiatry education; 2. The union of theories as an innovation for the construction of knowledge and assistance; and 3. Innovation in the formation of nursing professional from the perspective of psychiatric reform. **Conclusion:** this study presented the lack of studies on the issue, contributing to the expansion of research and nursing professionals' education. **Descriptors:** Innovation Diffusion; Teaching Materials; Nursing Education; Mental health; Psychiatric Nursing.

RESUMO

Objetivo: analisar mudanças e inovações no ensino da graduação de enfermagem psiquiátrica/saúde mental. **Método:** revisão integrativa que objetivou responder o seguinte questionamento << *Quais são as inovações e mudanças promovidas no ensino da graduação de enfermagem na área de ensino de psiquiatria e saúde mental?* >>. Foram consultadas as bases de dados LILACS, MEDLINE e BDNF, biblioteca virtual SCIELO, empregando os descritores: difusão de inovação, materiais de ensino, educação em enfermagem, saúde mental e enfermagem psiquiátrica. Para a análise, selecionou-se oito artigos discutidos a partir das categorias. **Resultados:** obtiveram-se três categorias: 1. Competências para o desenvolvimento de um ensino inovador em saúde mental e psiquiatria; 2. A união de teorias como inovação para a construção de um saber assistencial; e 3. A inovação na formação do profissional de enfermagem na perspectiva da reforma psiquiátrica. **Conclusão:** este estudo retratou a carência de trabalhos na temática, o que contribuiu para a expansão de pesquisas na área e no ensino dos profissionais de enfermagem. **Descritores:** Difusão De Inovação; Materiais de Ensino; Educação em Enfermagem; Saúde Mental; Enfermagem Psiquiátrica.

RESUMEN

Objetivo: analizar cambios e innovaciones en la enseñanza de la graduación en enfermería psiquiátrica/salud mental. **Método:** revisión integradora, a fin de responder el siguiente cuestionamiento << *¿Cuáles son las innovaciones y cambios promovidos en la enseñanza de la graduación de enfermería en el área de enseñanza de psiquiatria y salud mental?* >>. Fueron consultadas las bases de datos de LILACS, MEDLINE e BDNF, biblioteca virtual SCIELO, empleando los descriptores: difusión de innovación, materiales de enseñanza, educación en enfermería, salud mental y enfermería psiquiátrica. Para el análisis se seleccionaron ocho artículos discutidos a partir de las categorías. **Resultados:** se obtuvieron tres categorías: 1. Competencias para el desarrollo de una educación innovadora en salud mental y psiquiatria; 2. La unión de teorías como innovación para la construcción de un saber asistencial y; and 3. La innovación en la formación del profesional de enfermería en la perspectiva de la reforma psiquiátrica. **Conclusión:** este estudio mostró la falta de trabajos en la temática, contribuyendo para la expansión de investigaciones en el área y en la enseñanza de los profesionales de enfermería. **Descriptores:** Difusión de Innovación; Materiales de Enseñanza; Educación en Enfermería; Salud Mental; Enfermería Psiquiátrica.

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INTRODUCTION

Mental health is a terminology used to describe a cognitive or emotional quality of life level or absence of mental illness. The World Health Organization says that there is no “official” definition of mental health. Thus, cultural differences, subjective judgments, and the adoption of competitive theories point of view, affect the way to approach mental health.¹ Psychiatric nursing is a process in which professionals help patients, individually or in groups, to develop a more positive concept of themselves, more rewarding interpersonal relationships and a more satisfying role in society.²

Specificity of Nursing in Mental Health and Psychiatry is based on the provision of care to patients with real or potential mental health problems and consist of the addition of psychotherapeutic interventions during the life cycle, for the promotion and protection of mental health, prevention and treatment of mental disorder, psychosocial rehabilitation and social reintegration of a person.¹

In Brazil, the implementation of Psychiatric Reform, the consolidation of the Unified Health System (SUS) and the implementation of National Nursing Curriculum Guidelines have been endorsing the break with the traditional model of education and encouraging the search for new pedagogies in Psychiatric Nursing and Mental Health.³

To promote significant advances in the nursing profession, it is necessary to establish training goals based on a more liberating, creative and reflective teaching approach, able to provide knowledge, skills and attitudes for nurses consistent with the expectations of the profession and society, through active learning strategies that include the integration between theory and practice.⁴

Innovation can contribute to the break with the dominant paradigm, advancing in different areas, alternative forms of works that break with the traditional structure.⁵ Thus, the social innovations require coordinated change in expectations and behaviors of several people. Changes are introduced through a process of experimentation by individuals, as a particular individual will adopt to changes, an increasing number of people tend to adopt innovations. However, it may take a long time for that to happen, even when the new way of doing things is superior to the status quo (state/current situation).⁶

There are three reasons for inaction, the first one is the lack of information: it may

take a long time to get enough information to make clear that innovation is higher. The second reason is an innovation, as originally designed, it may not work very well in practice and should improve over time through a process of learning by the practice and a third reason, that social innovation often exhibit increasing returns.⁶

Traditional pedagogical and technicist models, bureaucratic and little meaning are identified as prevalent in nursing education. The student shows in real situations in the context of psychiatric nursing and mental health teaching, difficulties in coordination and mobilization of their own resources and knowledge accessed through formal education.⁷

Interest in the subject is due to the need to identify new methodologies and ways of teaching in mental health and psychiatric nursing.

OBJECTIVE

- ♦ To analyze changes and innovations in psychiatric nursing/mental health undergraduate education.

METHOD

Integrative review, research method that determines the current knowledge on specific themes and presenting the synthesis of multiple published studies. In this way, it aims at orderly grouping and synthesizing research findings on a given theme, contributing to construction of the investigated subject knowledge.⁸

For the preparation of the review, there were six steps conducted, which are: 1) Establishment of guiding research question; 2) Definition of the inclusion and exclusion criteria; 3) Categorization of studies; 4) Critical analysis of the selected studies; 5) Discussion of results; and 6) Review of the presentation.⁸

The guiding question of the study was << What are the innovations and changes made in the nursing undergraduate education in the teaching of psychiatry and mental health area? >>

As inclusion criteria, there were the national and international articles, in Portuguese, English and Spanish, that addressed innovation in the psychiatric nursing and mental health undergraduate education available in the databases LILACS, MEDLINE and BDEFN, and SciELO - (Scientific Electronic Library Online) due to the lack of studies available in the aforementioned databases. The enclosed timeline were the

years 2001-2013 in order to expand research and then, acquiring a greater number of studies. Studies presented innovations focused on assistance were excluded.

There was a search for two reviewers to ensure the selection of articles in LILACS - Latin American and Caribbean Health Sciences MEDLINE - Medical Literature Analysis and Retrieval System Online, BDENF - Database nursing and Scientific Electronic Library Online - SciELO (Scientific Electronic Library Online), in the second half of 2013, with validated and available keywords in the in Health Sciences descriptors (DeCS): “Innovation Diffusion” [and] “Teaching Materials” [and] “Psychiatric Nursing” [and] “Mental Health” [and]” “Nursing Education”.

After reading the titles and abstracts, the articles were selected and analyzed using an instrument already validated regarding the level of evidence: I - systematic reviews or meta-analysis relevant clinical trials; II - evidence of at least one randomized controlled clinical trial clearly delineated; III - well-designed clinical trials without randomization; IV cohort studies and well-designed case-control; V - systematic reviews of descriptive and qualitative studies; VI - evidence derived from a single descriptive or qualitative study; VII opinion of authorities or expert committees including information interpretations not based on research.⁸ There were also analyzed regarding the title, authors, method, year of publication, journal,

objectives, subjects, scenarios states and reported results.

The study continued through thematic content analysis by the development of categories that emerged from the similarities of meaning between studies, following these steps: pre-analysis, material exploration and treatment of results.⁹ After analyzing the eight articles selected, it was sought to discover the essence of the studies for the creation of the following three distinct categories: 1- Skills for the development of an innovative mental health and psychiatry education, 2- The union of theories as an innovation for the construction of knowledge and assistance, 3- Innovation in the formation nursing psychiatric professional.

RESULTS

The results showed that six (75%) of the titles of scientific publications have focused on studies in the field of education promoting the inclusion of participatory forms of student learning and two (25%) had an emphasis on productions valuing professional nursing actions regarding innovations in teaching.

Regarding the timeline of the studies, 2007 and 2013 highlighted with two (25%) of the findings, followed by 2001, 2005, 2006 and 2008 with one (12.5%) article each. It was observed that eight (100%) publications showed evidence level VI according to figure 1.

Code	Title	Authors	Method	Level of evidence	Year of publication
A1	Clinical case studies in mental health through online discussion ¹⁰	Silva EC, Furegatto ARF, Godoy S.	Descriptive study with a qualitative approach.	VI	2008
A2	Visit to the museum of madness: a learning experience about the psychiatric reform ¹¹	Botti NCL, Cotta EM, Célio FA	Exploratory study of qualitative approach.	VI	2006
A3	Therapeutic relationship and of psychiatric nursing and mental health education: trends in São Paulo state ¹²	Kantorski LP, Pinho LB, Saeki T, Souza MCBM.	Descriptive and analytical research of qualitative approach.	VI	2005
A4	Contribution to mental health education under the sign of institutionalization ¹³	Guimarães J, Medeiros SM.	Experience report.	VI	2001
A5	Learning to build clinical case in Mental Health ¹⁴	Pergola AM, Garcia APRF.	Experience report.	VI	2007
A6	The mental health education in nursing graduation: a case study ¹⁵	Villela JC, Maftum MA, Paes MR.	Descriptive case study and logical-representative foundation.	VI	2013
A7	Building a sensitive knowledge in mental health ¹⁶	Rocha RM, Kestenberg CCF, Silva AV,	Experience report.	VI	2003

Nunes MBG.							
A8	Group therapy with nursing students during the theory-practice transition ¹⁷	Scherer ZAP, Scherer EA, Carvalho AMP.	Participant observation.	VI	2007		

Figure 1. Code, title, author, method, level of evidence and year of publication of the articles.

The journals analysis showed the presence of eight (100%) national journals (Figure 2), according to the statement.

Journals	Total
Revista Latino-Americana de Enfermagem	2 (25%)
Revista da Escola de Enfermagem da USP	2 (25%)
Revista Eletrônica de Enfermagem	1 (12.5%)
Revista Ciência e Saúde Coletiva	1 (12.5%)
Revista Texto e Contexto Enfermagem	1 (12.5%)
Revista Brasileira de Enfermagem	1 (12.5%)

Figure 2. Journals where the articles were published.

Regarding to the objectives of the studies, they remained equally, with two (25%) studies that aimed to analyze clinical cases discussions on mental health, two studies (25%) aimed to know the process of teaching and learning in the mental health theme, two studies (25%) aimed to report the teaching experience in psychiatric nursing and two studies (25%) aimed to develop innovative resources for sensitive professional nursing education, according to Figure 3.

Code	Objective	Total
A1- A5	To analyze clinical case discussions on mental health	2 (25%)
A2- A3	To know the process of teaching and learning in the mental health theme.	2 (25%)
A4 - A6	To report teaching experience in psychiatric nursing.	2 (25%)
A7 - A8	To develop innovative resources for sensitive professional nursing education.	2 (25%)

Figure 3. Code of the article and objective of the publications.

Regarding the subject of the articles, there was a predominance of six (75%) nursing students, one (12.5%) teacher and student and finally one (12.5%) teacher, student and users of the health service, in Figure 4.

Code	Research subjects	Total
A1- A2- A5-A6-A7-A8	Nursing students.	06 (75%)
A3	Nursing Teacher and student.	01 (12.5%)
A4	Teacher, student and user of the health service.	01 (12.5%)

Figure 4. Code of articles and research subjects.

The main scenario was the university in six (75%) of the studies, followed by one (12.5%) in the museum and one (12.5%) in the psychiatric care service.

With regard to the states where the studies were conducted, there were four (50%) studies in São Paulo, one (12.5%) in Minas Gerais, one (12.5%) in Rio Grande do Norte, one (12.5%) in Rio de Janeiro and one (12.5%) in Paraná.

Regarding the results presented in the analyzed productions, there were six (75%) of the results of the education field promoting the inclusion of participatory ways of student learning and two (25%) on productions valuing professional nursing actions regarding innovations in education.

Code	Result Sythesis
A1	Data analysis showed that the discussions through chat, permeated the acquisition of knowledge, procedures, attitudes and values and promoted the active participation of students. The results reinforce the significance of the discussion for student learning and showed the potential of using technological resources, such as communication tools in real time to support and improve teaching possibilities in psychiatric nursing.
A2	The academic experience of visiting the Madness Museum in Barbacena-MG enables learning the dimensions of the Psychiatric Reform to lead the student to question about the practices and knowledge of Traditional Psychiatry paradigm asylum, therefore the visit is a mobilizing experience because the Madness museum is a place where art, history and memory are

	organized to rescue and preserve the psychiatry fragments of Minas Gerais.
A3	It was found that most schools include the therapeutic relationship in their teaching proposals, configured as a chance to rescue the nursing as a profession that is concerned with the human being in his complexity, in which the know-how advocated is directed to respect the limitations, potentialities, needs and interpersonal relationships of patients.
A4	It was found from the results that the theoretical and methodological basis of the historical and dialectical materialism as a guiding principle the process of capturing the teaching-learning enabled better understanding of the whole, and subsequently encourage a critical review of the nursing course of FAEN-URRN and the nurse's performance in mental health.
A5	From the reading of the case developed by a student, it was possible to build a supporting theory for caring through the demands raised in the dialogue with the patient pointing out possible interventions.
A6	The students reported that the strategies and teaching methods provide learning from reality and encourage the search for extra class to aid in the construction of knowledge through meaningful learning environments, providing them to exchange experience with each other, the teacher and other health professionals.
A7	We encourage students to understand patients' reactions as a singular result of a variety of factors, for which the nurse has necessarily an objective response, a magic solution, which does not invalidate the importance of working with the subjective aspects, providing a qualified welcome, a differentiated listening, a support that helps the patient to analyze the experience that is living and find resources within himself to face it.
A8	It was found that the group technique can be used as a support and adaptability factor for undergraduate nursing students upon their transition from the theoretical to the practical learning. The participants attributed the group a gradual change in their behavior and performance in practical activities. Group psychotherapy is a resource not only for psychological support but also didactic.

Figure 4. Results presented in the analyzed productions

DISCUSSION

After a careful reading of the articles submitted, they were grouped according to the proximity of their meanings and issues, resulting in three categories, showed below: *1- Skills for the development of an innovative mental health and psychiatry education; 2- The union of theories as an innovation for the construction of knowledge and assistance; and 3- Innovation in the formation nursing psychiatric professional.* This categories are detailed below.

♦ Skills for the development of an innovative mental health and psychiatry education

The articles⁹⁻¹⁰ deal with the importance of developing skills for graduate students regarding the teaching and learning of mental health and psychiatry at the university.

The use of technological resources has been presented frequently in the current context of nursing education.⁶ This reality cannot be ignored by nursing teachers, but used for the development of new educational prospects in the area.⁹

Faced with the immediate need to review and question of psychiatric nursing education, new teaching strategies aimed at the transformation and favoring of professional skills must be sought.

From the approval of the Law of Education Guidelines and Bases (LDB), Law n.9394/96, pedagogical political projects of Nursing Courses have enabled more flexible curriculum, and in that sense, it was necessary to dare proposing and building

creative academic and innovative experiences.¹⁰ Another aspect worth mentioning is the teaching skills, which enable to critically think the reality of health, in order to transform it. Therefore, it emphasizes the importance and a methodology of teaching to work in the perspective of the paradigm action-reflection-action.¹⁰

Teaching to build skills seeks a didactic transposition supported by a prospective and realistic analysis of situations in life where the school prepares the student or professional to the world's diversity, combining knowledge, know-how, attitudes and values in multiple situations of daily life.⁴

Thus, learning to skills development considers the components of Knowing (declarative knowledge), Doing (skills) and Knowledge to be (attitudes and values).⁵ In this sense, it is sought an apprenticeship in psychiatric nursing from the perspective of human development, action-oriented and social awareness, supported by the pillars of education, integrating all these components.⁵

♦ The union of theories as an innovation for the construction of knowledge and assistance.

The studies^{13,15} are similar to the junction of theories, being prior knowledge of the student together with the knowledge provided in higher education. However, these theories tread different paths to reach the same end, which is the search for training the student as a professional to pursue a nursing care quality.

This journey is justifiable to consider that learning occurs as the care provided as assistance performed during the practical activities development. In these assistance, the student plays the nursing role and based on psychoanalytic concepts, he should put the patient in a position capable of producing knowledge, since he will be questioned about their psychological distress. On the other hand, the student must also develop his own knowledge of the case assisted. Therefore, the construction of the case allows the link between practice and theory, showing which points sustain the interventions of Nursing.¹³ The second article¹⁵ belonging to this category, develops a broader labor exploitation of students to act with the patient in the different areas and suggests that the Mental Health absorb new themes and has eight periods during the course, understanding that it was important to use strategies adopted by the project Living Experiences aimed at bringing the student touch with himself, valuing the perception of his internal references, feelings, sensations, thoughts and emotions as the initial step toward building a more sensitive care.

Thus, the questions to each other (patient) rise to questions regarding himself, understanding that the theoretical teaching cannot take place separately from the reflection of touch with himself, of the sensitivity development.¹⁵ Thus, the student becomes better able to reflect the experience in a context of significant experiences. Realizing his inner transformation, he becomes safer and more conscious of his actions as apprentice and professional future.¹⁶

Therefore, recalling that despite following seemingly different paths, the articles have similarities in the objectives served in studies, the development of the sensitivity of the undergraduate students in the area of Mental Health to the pre-acquired knowledge together with the scientific knowledge, setting a proposal for mobilizing education starting from the reflection of these allies, improving the articulation between theory and practice and consequently in providing a quality nursing care.

♦ **Innovation in the formation nursing psychiatric professional. This categories are detailed below.**

The articles^{11-2,14} show the role of the psychiatric reform when breaking the traditional teaching, and from it, new ways of teaching emerged, most involving the students in the mentally ill environment.

In care technology times, it is particularly important the rescue of an anthropological-holistic conception of the human being, understanding it in all his complexity and caring for the suffering caused by the different situations in all its dimensions, as physical, mental, social, emotional and spiritual. It is up to health professionals to develop skills that will bring them the humanized practices, when the suffering can be relocated and resized.¹¹

Thus, psychoanalysis and psychiatric reform were important movements against reductionism of classical psychiatry, which characterized any psychic manifestation as mental illness.¹¹ In this sense, we discuss the mental health policies placing the concepts of normality and pathology in its historicity, revisiting the international experiences of deinstitutionalization, and especially the knowledge/national psychiatry.¹²

Teaching as a tool for transformation of work processes in mental health and education should be reoriented so that students develop skills and abilities that address the principles proposed by the Psychiatric Reform, observing the needs of psychosocial care to people with mental suffering. For this, the experience of students in various local mental health care is essential in order to guide the learning that considers the current socio-political centers.¹⁴

These notes about the transformation of psychiatric nursing education in a teaching-learning process for mental health, reiterate a political practice with the social engagement of health workers and organized sectors of civil society in defense of the broad concept of health, which is legitimized in the VIII National Health Conference Report, held in Brasilia in 1986, when creating the Brazilian Health Reform.¹²

In this way, scenarios are needed for the learning process be developed, and the school be prestigious as the instance erected by society to education and instruction of the new generations. It is characterized as a place assigned to mediate the teaching-learning process based on a curriculum in which people assimilate the legacy of elaborated culture, understanding and reworking their daily life.¹⁴

CONCLUSION

The study identified the lack of current publications that link innovation in the psychiatric nursing and mental health undergraduate education, and to analyze the effects of changes made in this area. Most of the studies that met the established inclusion

criteria promotes student learning in a participatory way.

Innovations and changes in the undergraduate education in psychiatric nursing and mental health were the technological resources supporting the teaching possibilities in psychiatric nursing, group techniques, and incentives for therapeutic relationships in the teaching-learning through stimulating student for a differentiated listening and qualified hosting. Methodologies and strategies that provide learning from extracurricular activities to assist in the construction of knowledge, for exchange of experience among students, teachers and health professionals, were teaching technologies found in researches.

These findings represent an advance in the professional development of nursing in mental and psychiatric health, but it is important to recognize the different ways of practicing the profession, that is innovating to adapt, to reach a state in which new knowledge and skills are consistent and enforced.

Thus, the importance of formulating new studies that will assist the implementation of innovative practices in the teaching of psychiatric nursing and mental health is emphasized in the formation of a more qualified professional able to articulate different skills and abilities in situations imposed on it.

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