

## THE ACADEMIC EXPERIENCE IN A PSYCHOSOCIAL ATTENTION SERVICE: AN EXPERIENCE REPORT

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### ABSTRACT

This article aims reporting the nursing academic experiences faced at the Center of Psychosocial Assistance (CAPS – in Portuguese) through the Work Education Program (PET) for Health / Mental Health / Crack, Alcohol and other Drugs. The program aims qualifying the preparation of future health professionals and is developed in order to help learning groups focused on Mental Health Attention, Crack, Alcohol and other Drugs. Within this context, the PET is present in health services in order to help and improve the quality of the service offered to users, families and the community in which these people live. At CAPS, several activities are performed, including psychotropic groups, craftwork, physical education, literacy, cooking, home visits, family groups, users' groups, and individual assistance. These activities contribute in the experience of the students, providing some citizen training with a broad vision of collective sense, perception of accountability and social commitment.

**Keywords:** Nursing. Mental Health. Mental Health Services. Mental Health Assistance.

### INTRODUCTION

For many years, mental patients were treated in institutions that had as a therapeutic principle isolation, they were excluded, isolated from society and social life, affected by what Goffman<sup>(1)</sup> called "social death": complete disruption of their sociability ties. At the end of the 70's began the movements of psychiatric reform in Brazil, leading to an intense and critical discussion about the form of treatment in psychiatric hospitals, and from there began the struggle "for a society without asylums." In this context, replacement services were created to psychiatric hospitals, such as the Center for Psychosocial Care (CAPS).

In the Psychiatric Reform current proposal, the intention is to institutionalize and include people with mental disorders in different social spaces. In this context the psychosocial model that is in the process of consolidation has impacted the organization and care interventions

offered to users of mental health services, because there is a change in the focus of attention, which is no longer only on the sickness and shall be the subject in psychological distress<sup>(2)</sup>.

This psychosocial model focused on care for people on suffering occurs from a network of substitute services that enable holistic care in their environment having as basic principles, beyond a new method of assistance, the investment on citizenship and changes in the relationship between professionals and users. The psychosocial cares is grounded in respect for the uniqueness of individuals as citizens capable, productive and free<sup>(3)</sup>.

In this innovative and creative context, in which appears a new model of mental health care through the creation of new services, whose main characteristic care, a place to practice and exchange diverse knowledge. Therefore, it is clearly important that attention to combine the ability of the service itself and the community to develop and share resources that can articulate

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the unique existence of psychological distress in family and in the social environment model, assuring them the necessary actions based and defended by the psychosocial model<sup>(4)</sup>.

The psychosocial care requires a horizontalisation of power<sup>(5)</sup>. The individual, thus, becomes the subject of its existence, arguing with the multidisciplinary team the course of its treatment, apart from their co-responsabilization of the maintenance and management of areas of care.

In the CAPS the individual loses the label of mental illness, inefficient, unproductive and becomes a singular subject, endowed with potentials that go beyond the search for a cure, the hope of facilitating a new meaning in life<sup>(6)</sup>.

It is believed that from the demystification of being unable and bearer of madness, by a subject endowed with abilities, desires and autonomy, there is potential for (re) building a new practice in mental health care, with the total breaking of time history that marked many lives for years through control, lookout and punishment revealed in therapeutic care<sup>(4)</sup>.

Therefore, it is increasingly necessary that professionals from acting in these health services are trained during their academic training for this new model of psychosocial care. In graduate nursing education, since 1949, it is compulsory the teaching of psychiatric nursing<sup>(7)</sup>, this one teaching is constantly changing, according to the psychiatric reform, failing to be inclusive placements in psychiatric hospitals, giving rise to the stages in CAPS.

Nursing, which aims not only curing the disease, but the completeness of the individual goes together to those who look for CAPS. Nursing students, unlike what occurred in stages in psychiatric hospitals, in which the user's attention was restricted to that time and to that space<sup>(7)</sup> went on to have in CAPS a broad view of the user, realizing diverse possibilities of action of nursing, having the opportunity to develop activities such as individual and group consultations for families and users, therapeutic workshops, home visits, physical activity, meeting user and team meetings with a view to facilitate, streamline and diversify their work in mental health.

In order to qualify the training of future health professionals there was established the

Education Work Program for Health/Mental Health/Crack, Alcohol and other Drugs (PET Health/Mental Health/Crack) that presupposes education through labor and is designed to foster learning tutorial groups under the Mental Health Attention, Crack, Alcohol and other Drugs. It is still characterized as a tool for qualification of professionals in service to the mental health care work initiation and training of students in graduate courses of healthcare. Within this context, the PET is inserted in mental health services in order of supporting and improving the quality of service provided to users, their families and the community in which they live.

Given the above, this study aims reporting the academic experience of acting in a nursing CAPS II by PET Health/Mental Health/Crack, Alcohol and other drugs.

## METHODOLOGY

This study deals with an experience report, which portrays the actions of nursing students at the Federal University of Pelotas (UFPEL) during the stage in a CAPS II by PET Health/Mental Health/Crack, Alcohol and other drugs in the year 2011. The University is seeking to give support to the weaknesses those affect this CAPS, through PET Health/Mental Health/Crack, expanding the range of contributions that this program has been providing this service. This program is coordinated by academic tutors (professors) and with the participation of mentors (professional services) and students from different areas of graduation, such as nursing, medicine, occupational therapy and physical education. These perform internships in mental health care services, and the type II CAPS, CAPS Drugs and Alcohol and the Municipal Harm Reduction Service.

In CAPS II there are performed several classes of actions as weekly drug groups, crafts, physical activity, literacy, cooking, home visits, individual care and still the matricial between CAPS and the Basic Health Units (BHU) belonging to the local network. These activities contribute to academic learning, providing a civic education with a broad view of collective perception of accountability and social

commitment sense, as well as assistance to the health service.

The people who participate in these groups are all the users that have interest, without restrictions and according to the availability of users attending the service. There are offered possible areas for discussion with guidance and information, promoting interaction among participants and maintaining and strengthening ties affairs acting on the transformation of a reality from life experiences.

## RESULTS AND DISCUSSION

During the internship at CAPS II we realized the great need to establishing link between the nursing students and the user. We found ourselves in times that were approved upon by users with certain fear, which they argued would not want to talk to trainees because when they established bonds, finished off the stage. This fact is related to the small hours of graduate traineeship. Already through PET mental health, we can establish strong and highly reliable links with users, because we do present weekly until the end of graduation.

Regarding the activities available, therapeutic workshops are one of the main forms of treatment offered at CAPS, having often several types. These workshops are held in group activities with the presence and guidance of professionals, monitors and/or interns, who develop various types of activities that can be defined by the interests of users, the possibilities of professional service and needs, with the goal of establishing greater social and family integration, providing opportunities expressing their feelings and problems, the development of bodily skills, engage in productive activities, and collective citizenship<sup>(8)</sup>.

One of the main challenges of the Psychiatric Reform is social exclusion, a problem that is linked to economic and political aspect. People suffering from mental disorders are often excluded, through work, due to stigmas attributed to the disease, contributing to unemployment<sup>(9)</sup>.

The therapeutic workshops can be expressive workshops, income generating workshops, and even a workshop in which we highlight literacy. This type of workshop helps users who do not

have access or opportunity to stay in school may work writing and reading, as an important feature in the reconstruction of citizenship<sup>(8)</sup>.

In this context, nursing students, participants of PET Health/Mental Health, realizing the need of many illiterate and semi-literate users to learn to read, set up a literacy group. This group is held weekly and includes the participation of users of different ages. Through this group we realize the importance that reading has in their daily life and is still a factor that interferes with their self-esteem. Despite the level of difficulty that each presents its uniqueness, all are very interested and during the workshops can realize the great developments in writing and reading learning.

Although the lack of experience with activities related to education, and with little teaching experience, we realized through the results that the workshop is being efficient because at each meeting, the users have been motivated to get ride small words and/or phrases, being very rewarding and motivating to the academics.

It is noted, however, that this workshop was held by nursing students without specific training for literacy. With this, we used the basic knowledge of each, to teach and encourage the development of reading. For this, we used a room in CAPS, which had a white board and pens for the same specific, tables and chairs, and, in addition, academic provided to "students", notebook, pencil and eraser, funded by the same as a way to motivate them to write and perform writing activities also outside CAPS.

With the lack of preparation to teach literacy, we recurred to reading materials available online, with tips on how to make literacy. We know that the ideal would be the presence of teachers with specific training for such activity, and that our way of teaching may have been precarious appropriate of methods for such activity, however, with the lack of this kind of professional in CAPS, we tried to do the possible to fill this gap.

In regard of the group of psychotropic the users verbalize the progress of their treatment, as there are administering and adaptation to medications they are doing, as well as expected its adverse effects. In addition, other demands

are discussed according to the urgency of each, allowing their anxieties and fears being worked.

However, care produced by the relationship between staff and user should not be restricted to the administration of psychotropic or the conduct of psychotherapy, must be beyond, to build new possibilities of life<sup>(10)</sup>.

Among the subjects covered, the most approached are the use of drugs by family members, discussion and fights with neighbors or relatives, impulse control as a way to improve the relationship with others and also society's prejudice towards users of CAPS.

The experience of this activity for the academics was extremely important, because it allowed closer to users. This group lends it to them opening to talk, pouring out and feeling safe and welcomed in a place where everyone goes through similar difficulties, and the academics together with the CAPS's professionals are able to approach them deeper way, and acquire confidence in them, strengthening increasingly user - academic affiliation.

It is noteworthy, however, that this is a challenge for nursing students, since it is a time when reports of unusual situations may occur, and it is up to the professional and to the academic act appropriately, balanced way, always seeking for a better therapeutic care to the user through their actions. It is noteworthy that this is a rich time for academic learning, through experience, how to behave and act in various situations reported by users.

It is important emphasizing that all activities are supervised by academic tutors for PET Health/Mental Health, who are professionals of this CAPS; in this case, a nurse with extensive experience in mental health.

Overall, performing groups, makes the everyday practice of most therapeutic CAPS, once allows participants sharing experiences, strengthening ties, and also a space that fosters listening and guidance.

The use of groups to provide users approach, strengthening the bond and enables a host interdisciplinary performance consistent with best practice. Therefore, the care offered in this space groups should gain traction in the care network services because it is a relevant action

planning interventions, allowing positive results in monitoring various diseases and illnesses<sup>(10)</sup>.

Often the user reaches the anguished service due to problems those cannot face in their daily lives, there they are heard and receive assistance according to their need. Users share their experiences, sometimes other group members or also go through the same experience, helping each other, reporting the situations encountered.

It is also exposed to the user that they must take the responsibility for their actions and that they are the ones who set the events of everyday life, therefore, they assume the role of protagonist in their life, and may from that list the priorities taking their decisions.

The CAPS has demonstrated effectiveness in replacing the hospital, offering a treatment that does not isolate patients from their families in the community, but involving them in service with proper necessary care, by supporting and assisting in the recovery and social reintegration of the user, incorporating their daily practice a varied menu of activities, which should be offered to service users according to their affinities and needs<sup>(11)</sup>.

The attention that prioritizes these services directing the work of professionals goes well beyond the technical knowledge, the knowledge acquired by the academics, aimed at psychosocial rehabilitation, investment subjects, one has to have one facing the needs of that individual look have skills to listen and understand the needs of people, taking as its starting point the story of his life<sup>(12)</sup>.

In this sense, by providing spaces like these, it allows users to enjoy moments of acceptance and understanding of their internal and external conflicts experienced by each. At the same time as it seeks to exploit experiences in order to obtain some therapeutic range for dealing with such situations contributing to the health of the subject<sup>(13)</sup>.

## FINAL CONSIDERATIONS

The services embedded in the logic of psychosocial care model are differently: it is dynamic and innovative as it aims to care for freedom and a more horizontal relationship between users and professionals. For both healthcare projects in CAPS, must overcome the

exclusionary model, encouraging users to participate in decisions about their treatment, respecting their dignity and rights of citizenship.

With respect to PET, this reinforces the critical sense of the students forward to the contributions of a non-hospice therapy of horizontal relationships and active user participation treatment, prioritizing activities that enable social reintegration and access to health services. These practices assist in rehabilitation

as well as the concept of autonomy the user, placing it as the main actor and responsible for the changes he wants for his life. For their autonomy occurs a series of efforts by the subject and the care team is needed. Hence the importance of taking into account the goals we want to achieve when we undertake to help a person with mental distress in their rehabilitation and sociability with your family and community.

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## A VIVÊNCIA ACADÊMICA EM UM SERVIÇO DE ATENÇÃO PSICOSSOCIAL: RELATO DE EXPERIÊNCIA

### RESUMO

Esse artigo objetiva relatar as experiências de acadêmicas de enfermagem vivenciadas no Centro de Atenção Psicossocial (CAPS) através do Programa de Educação pelo Trabalho (PET) para a Saúde/Saúde Mental/Crack, Álcool e outras Drogas. O programa busca qualificar a formação dos futuros profissionais da saúde e é destinado a fomentar grupos de aprendizagem no âmbito da Atenção em Saúde Mental, Crack, Álcool e outras Drogas. Dentro desse contexto, o PET se insere nos serviços de saúde de forma a auxiliar e melhorar a qualidade do serviço prestado aos usuários, familiares e comunidade em que estão inseridos. No CAPS são realizadas diversas atividades, entre elas, grupos de psicofármacos, de artesanato, de atividade física, de alfabetização, de culinária, visitas domiciliares, grupos de familiares, assembleia de usuários, atendimento individual. Estas atividades contribuem no aprendizado dos acadêmicos, proporcionando uma formação cidadã com ampla visão de senso coletivo, percepção de responsabilização e compromisso social.

**Palavras-chave:** Enfermagem. Saúde Mental. Serviços de Saúde Mental. Assistência em Saúde Mental.

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## LA VIVENCIA ACADÉMICA EN UN SERVICIO DE ATENCIÓN PSICOSOCIAL: RELATO DE EXPERIENCIA

### RESUMEN

Este artículo objetiva relatar las experiencias vividas por académicas de enfermería en el Centro de Atención Psicosocial (CAPS) a través del Programa de Educación por el Trabajo (PET) para la Salud/Salud Mental/Crack, Alcohol e otras Drogas. El programa busca calificar la formación de los futuros profesionales de la salud y tiene por objetivo fomentar grupos de aprendizaje en el ámbito de la Atención en Salud Mental, Crack, Alcohol y otras Drogas. Dentro de ese contexto, el PET se insiere en los servicios de salud de forma a auxiliar y mejorar la calidad del servicio prestado a los usuarios, familiares y a la comunidad en la cual están inseridos. En el CAPS se realizan diversas actividades, entre ellas grupos de psicofármacos, de artesanía, de actividad física, de alfabetización, de culinaria, visitas domiciliares, grupos de familiares, asamblea de usuarios, atendimento individual. Estas actividades contribuyen para el aprendizaje de los académicos, proporcionando una formación ciudadana con amplia visión de sentido colectivo, percepción de responsabilidad y compromiso social.

**Palabras clave:** Enfermería. Salud Mental. Servicios de Salud Mental. Atención en Salud Mental.

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