

Nursing and Mental Health: Interprofessionalism as a Caregiving Strategy

Jaqueline Rocha Borges dos Santos*

Department of Pharmaceutical Sciences, Institute of Biological and Health Sciences, Federal Rural University of Rio de Janeiro, Brazil

***Corresponding Author:** Jaqueline Rocha Borges dos Santos, Department of Pharmaceutical Sciences, Institute of Biological and Health Sciences, Federal Rural University of Rio de Janeiro, Brazil.

Received: March 22, 2022; **Published:** March 30, 2022

Working in mental health services naturally requires care centered on the patient, the family, and the community. However, there is a need for professional training that highlights mental health, with the inclusion of interprofessionalism in practical scenarios of the services. Both the professional training in mental health and the inclusion of interprofessionalism are challenging, since the tendency is to guarantee uniprofessional training in healthcare, with less depth of mental health approaches.

The issues surrounding mental health emerge from several entryways, such as: schools, workplaces, pharmacies, and the healthcare network itself. In this sense, there is an understanding that mental health demands involve other professionals, such as educators. This fact accentuates that mental health constructions happen in an intersectorial way.

At the primary healthcare level, the development and practice of Interprofessional Education (IPE) in health is envisioned. For this, there are several requirements for collaborative practices, as follows: (1) interprofessional communication; (2) patient/user, family and community centered care; (3) role clarity; (4) team functioning; (5) collaborative leadership; and (6) conflict resolution [1-3]. In this context, nurses are firmly inserted in the formation of teams through collaborative practices in their daily work, adding to the resoluteness of the patient, family and community care process.

The nurse's contribution to collaborative actions is remarkable, due to the practical relationship that maps the health demands in services, strongly linked to the management and care process. Given the importance of nurses in healthcare, it is necessary to train nurses to work in mental health in an interprofessional way, starting in the undergraduate course, with scenarios in the daily routine of health services. The understanding that mental health involves human psychological suffering is required through approaches for the acquisition of humanized competencies.

Psychic suffering accentuates the vulnerability of patients, especially due to social stigma in mental health. For this reason, a humanized approach is necessary, as a minimum guarantee to satisfy the principles of human dignity, consolidating health service as a reference for the caregiving process.

Thus, interprofessionalism as a strategy for the care process strengthens the role of nurses in mental health, by qualifying the actions in health services, focusing on the patient, family and community. The resoluteness arising from health services contributes to the improvement of the quality of life of patients, with positive repercussions on public policies and the personal and professional improvement of nurses committed to mental health.

Bibliography

1. Barr H. Interprofessional education today, yesterday and tomorrow: a review. London, UK: Higher education academy, health sciences and practice network, 2005. 47p. Available in: CAIPE (2002) Interprofessional Education- Today, Yesterday and Tomorrow (Barr H) Higher Education Academy, Learning & Teaching Support Network for Health Sciences & Practice, Occasional Paper 1 - CAIPE. Access in: March 14, 2022.
2. Barr H and Low W. Introducing interprofessional education. United Kingdom: Center for the advancement of interprofessional education (CAIPE), England, 2013. 36p. Available in: CAIPE (2013) Introducing Interprofessional Education, (Barr H and Low W). CAIPE. Access in: March 15, 2022.
3. Barr H., *et al.* Interprofessional education: guidelines 2016. Centre for the advancement of interprofessional education (CAIPE), England, 2016. 26p. Available in: CAIPE (2016) Interprofessional Education Guidelines, (Barr H., *et al.*). CAIPE. Access in: March 15, 2022.

Volume 4 Issue 4 April 2022

© All rights reserved by Jaqueline Rocha Borges dos Santos.