

Psychiatric nursing teaching at the Ana Nery School in the first half of the 20th century

O ensino de enfermagem psiquiátrica na Escola Ana Néri, na primeira metade do século XX

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ABSTRACT

The aim of this study was to describe the teaching of psychiatric nursing at Ana Néri Nursing School (EAN), between 1925 and 1954. Methodology: Socio-historical research whose sources were written documents and the oral statement of an ex-professor. The documentary analysis technique was used for data treatment. Results: For 27 years, the EAN did not introduce students into the psychiatric field due to the mental illness stigma, offering only theoretical disciplines, which were taught by physicians. Later there were theoretical disciplines with practical training in the classroom, and then theoretical disciplines with practice in psychiatric hospitals, taught by nurses. In conclusion, the law 775/49 lead the EAN to qualify a professor and initiate the reformulation of the nursing care provided at the Institute of Psychiatry of the University of Brazil, so as to adjust it to serve as a practical field and a model for teaching psychiatric nursing in Brazil.

Descriptors: Psychiatric Nursing; History of Nursing; Education, Nursing.

RESUMO

O objetivo do estudo é descrever o ensino de enfermagem psiquiátrica na Escola Ana Néri (EAN), no período de 1925 a 1954. Metodologia: Pesquisa sócio-histórica cujas fontes foram documentos escritos e o depoimento oral de uma ex-professora. Utilizou-se a técnica de análise documental para tratamento dos dados. Resultados: durante 27 anos, a EAN não inseriu suas alunas no campo psiquiátrico, devido ao estigma da doença mental, oferecendo apenas disciplinas teóricas, ministradas por médicos, posteriormente teóricas com treinamento prático em sala de aula, até chegar à teórica com prática em hospital psiquiátrico e ministrada por enfermeira. Concluiu-se que a Lei 775/49 levou a EAN a especializar uma professora e a dar início à reformulação da assistência de enfermagem no Instituto de Psiquiatria da Universidade do Brasil, a fim de adequá-lo para servir de campo prático, modelo para o ensino da assistência de enfermagem psiquiátrica no Brasil.

Descritores: Enfermagem Psiquiátrica; História da Enfermagem; Educação em Enfermagem.

INTRODUCTION

The aim of the present study was to analyze the genesis of the Psychiatric Nursing teaching at the Ana Nery Nursing School (EAN, as per its Portuguese name, Escola Anna Nery) between 1925 and 1954. The school's initial milestone corresponds to the insertion of the Mental Hygiene discipline into its curriculum, and the final landmark was the introduction of the Psychiatric Nursing internship.*

At its foundation, in 1922, within the scope of the Sanitary Reform promoted by the National Department of Public Health, one of the characteristics of the teaching program established by the EAN's curriculum was the practical training of students, in compliance with the recommendations of the Nightingale System, launched in England in the 19th century⁽¹⁾. The founding pillars of this system defined a set of teaching criteria. Among them, the rigorous selection of candidates, the board of directors comprised of nursing professionals, and a methodic theoretical and practical program were the major highlights⁽²⁾.

In response to the main purpose of the school, it was built very close to the General Care Hospital, currently the São Francisco de Assis Teaching Hospital. Since the beginning of its operation in 1923, the EAN was concerned at offering internship opportunities, as such activity, known at the time as what we call today "practical activity", was deemed to be indispensable to the adequate qualification of the nurse. Thus, the São Francisco Hospital was equipped to offer programs in most of the internship fields, in partnership with both the São Sebastião Hospital, which was already a training field on transmissible diseases, and a Healthcare Center, in which a practical public health teaching program had already been established⁽³⁻⁴⁾.

The history of psychiatry in Brazil shows that the facilities that served as practical fields to the EAN did not include any psychiatric service. Hence, the school did not carry out any internship program in this field until 1954; in other words, it means that students were trained without a care practice program aimed at patients with mental disorders until half of the 20th century⁽⁵⁾.

Taking into account that the EAN was elevated to the official position of a standard nursing school in Brazil by means of Ordinance number 20,109 from 1931, the lack of psychiatric qualification of students is seen as a damaging fact to the Psychiatric Nursing practice nationwide. When compared with all other national nursing schools, the EAN did not provide any direct contribution to the insertion of standard nurses into practice fields, as it was observed in the public healthcare service and in the general hospital framework. Hence, up until the mid-20th century, Psychiatric Nursing was vastly performed by formally unqualified and very poorly remunerated personnel⁽⁵⁻⁶⁾. Even so, the qualification of nursing professionals to the psychiatric practice in Brazil was already operating since 1890, following the creation of the Professional Nursing School of the National Hospital of Psychiatric Disorders, which soon started to train professionals to each and every care area as a response to the scarcity of nursing teaching institutions in Rio de Janeiro, and the deep need for qualified workforce in the hospitals⁽⁵⁻⁷⁾.

The nursing work in psychiatric hospitals used to be surrounded by prejudice associated with the manual work carried out by the Psychiatric Nursing practice, with virtually no technological therapeutic intervention. People in search for a job at psychiatric hospitals should submit to disciplinary norms that oriented the operation of the asylums; however, these professionals were hardly able to comply with such norms, and for this reason, they

* At its creation in 1922, the Ana Nery Nursing School of the Federal University of Rio de Janeiro was called Nursing School of the National Department of Public Health. Later, it was renamed

as D. Ana Nery School of Nurses (1926); then, Ana Nery School (1937), and in 1965 it received the name that stands up to this day.

were labelled as culturally unprepared and as professionals who lacked any vocation to work with mentally ill patients⁽⁸⁻⁹⁾. Such environment generated high turnover rates among nursing professionals and the care practice ended up in the hands of assisting professionals, a type of workforce that integrated the nursing team, with no formal qualification whatsoever, usually counting on semi-literate workers.

Therefore, the characteristics of psychiatric institutions in the first half of the 20th century were the major obstacles toward the teaching program proposed by the EAN. Another outstanding barrier was the lack of specialized professors with experience in this field, which meant the absence of recognized knowledge that could be practically applied and demonstrated to the students⁽⁵⁾.

In this context, throughout the first half of the 20th century, the EAN decided to restrict the offer of theoretical and theoretical-practical psychiatry contents, and students were taught Psychiatric Nursing practices by means of classroom simulations, thus preventing them from participating in internship programs that had not been set to address the nursing teaching. It should be highlighted that nursing care in psychiatric institutions neither complied with the official methodologies nor was compatible with the standards and norms employed by the school⁽⁵⁾.

Considering the aforementioned history, the objective of this study was to describe the Psychiatric Nursing teaching at the EAN in the period between 1925 and 1954.

The elaboration of studies addressing the development of Psychiatric Nursing teaching and care practice stands out as quite a crucial step, explained by the trajectory of the Psychiatric Reform Movement, where the deconstruction and override of historically built practices still remain a challenge to the nursing teaching and exercise. Despite attempts of improvement implemented by the psychiatric reform, several actions are still needed in order to overcome the continuous

reproduction of the asylum-based models⁽¹⁰⁾. This is a slow process, as it lacks a constant reflection on the practices and theoretical frameworks adopted by healthcare professionals, aimed at preventing the asylum-based logic from being maintained⁽¹¹⁾. In order for this model to be transformed, Psychiatric Nursing care and teaching should be historicized, as scarce publications on this area are found in Brazil.

The development of this study is explained by the relevance of reformulating the current Psychiatric Nursing teaching program, so that it complies with the new configuration of the mental healthcare practice originated in the psychiatric reform movement. Such move causes us to look at the past in search for new ideas toward the planning of the teaching process both in the present and toward the future.

METHODOLOGY

The study adopted the social history concept, which emerged as a possibility in face of the limitations of the traditional historiography. This concept can be employed by other human sciences and other disciplines, as it enables the broadening of objects and allows for methodological improvements. The social history, hence, “starts being addressed as a synthesis perspective, as a reaffirmation of the principle that, in History, all levels of approach are inscribed in the social environment and interconnect with each other”⁽¹²⁾.

Written documents composed the primary sources of this research, namely: legislations; articles published in *Nursing Annals*; “school history” of students and other institutional documents; and oral statements of a former professor at the EAN, a nurse who specialized in psychiatry in the US and who worked as a Psychiatric Nursing professor at the EAN between 1949 and 1956. This latter document was collected in 1990 and donated to the Documentation Center of the current Ana Nery Nursing School of the Federal University of Rio de Janeiro, and can be used as source for other studies. Books and written articles on issues pertaining to the study, such as

Psychiatric Nursing, History of Psychiatry and History of Nursing, were used as secondary sources. Data were collected between August 2011 and August 2012.

Each selected document was carefully examined and submitted to internal and external assessment. Then, oral sources were compared with the selected written sources, and resulting contents were grouped in accordance with the chronology and specific thematic they dealt with. Analysis of the documents originated two central categories: "Insertion of psychiatric-related disciplines into the EAN's curriculum" and "Start of the Psychiatric Nursing Internship at the EAN".

The project that originated the present study was approved by the Research Ethics Committee of the Ana Nery Nursing School/São Francisco de Assis Teaching Hospital/Federal University of Rio de Janeiro, on June 29, 2010, under protocol number 064/2010.

RESULTS

Data pointed out that, in its trajectory as a national leading institution in the first decades of the 20th century, the EAN had the responsibility of keeping the nursing teaching at a high technical-professional level. In spite of that, the school postponed the internship in the psychiatric practice for as long as it could. Since the students lived at the school, which worked as a boarding school, the institution should ensure that their physical and moral integrities would be protected. The conditions of the psychiatric environment within the historical-social context of that time were able to affect their integrity. Researched sources allowed us to describe the emergence and the development of the Psychiatric Nursing teaching at the EAN. This process complied with the possibilities the school had at each period of time to offer recognized knowledge, in accordance with the psychiatric practices of each of those historical periods.

Insertion of psychiatric-related disciplines into the EAN's curriculum

The following psychiatric-related disciplines were part of the EAN's curriculum in the first half of the 20th century:

Mental Hygiene

Throughout the two first years of existence, the EAN's program did not have any psychiatric-related discipline⁽¹³⁾. As of 1925, the Mental Hygiene discipline emerges in the records of the student's school history. Such discipline was delivered by doctors, but the name of the doctor who was responsible for the content in the first introductory year does not appear in the records. Nonetheless, the following doctors were recorded as Mental Hygiene professors: Plínio Olinto, A. Coutinho Filho, Morais Coutinho, José Leme Lopes, and Joubert Torres Barbosa. All of them were professors at the Medical School of Universidade do Brasil (UB), of which the EAN had also been part since 1937⁽¹³⁾.

The data indicate that the students who took the second year of the course in 1925 also had the Mental Hygiene discipline, although this fact is not shown in all records from the same period analyzed by this study; some documents show that the discipline began in 1926. In this sense, and in face of the fact that the majority of documents pointed out the educational performance, the achieved degree and the year the Mental Hygiene discipline was taken, this research defined 1925 as the year when psychiatric-related contents were inserted into the EAN's curriculum.

For reasons that this study was not able to verify, it is worth highlighting that several historical records show that the students' grades were not recorded in some disciplines, a fact that may indicate either that some students did not take the discipline or the precarious record of these data.

Given the circumstances of its creation, the EAN's philosophy was initially aimed at training high-profile professionals to take strategic positions in the public

health field⁽⁹⁾. Thus, the school was not immediately concerned at formally preparing nursing personnel to work in psychiatric hospitals and in Mental Hygiene programs. The implementation of these specific actions was only intensified between the 1920s and 1940s⁽⁸⁾. The EAN's curriculum used to have rigid disciplinary characteristics and its nursing teaching addressed nursing care in several clinical specialties⁽⁹⁾, except in psychiatry. The insertion of psychiatric contents into the institution's curriculum was gradually approved, starting with theoretical classes delivered by medical professors⁽¹⁴⁾.

The inclusion of the Mental Hygiene discipline into the EAN's curriculum in 1925 stands out as one of the institution's attempts to improve the psychiatric care started with the foundation of the Brazilian League of Mental Hygiene (LBHM) in Rio de Janeiro in 1923, based on the ideals of preventive Psychiatry, Eugenics and Mental Hygiene, areas that would become strongly supported by the psychiatrists affiliated to the league. The LBHM stood up in the defense of the interests of the State, leading to a rigorous social control action and providing psychiatrists with a greater intervention power in society⁽¹⁵⁻¹⁶⁾.

In another direction, as this movement recommended transferring the psychiatrist from inside the asylum to the community, it kept the psychiatry area connected to a broader and older movement of public health and hygiene, in which care policies aimed at the creation of campaigns, outpatient clinics and open services, so as to be open to society. The proposals of the mental hygiene area abandoned the defense of the asylum-based healthcare model. However, this care model was perpetuated and comprised the target public of the Mental Hygiene⁽¹⁵⁻¹⁶⁾.

The insertion of Mental Hygiene as the first psychiatric content to be introduced into the EAN's curriculum is a result of the historical moment of the psychiatric knowledge then. The first decades of the 20th century witnessed a favorable relationship between the public health nurse and the mental hygiene policy, as

observed in an article published in the *Nursing Annals*, in which an LBHM psychiatrist extols the Psychiatric Nursing care carried out at the clinic, at home and at the hospital. In the home practice, the role of the visiting nurse of providing instructions on the treatment stood out. The article also reaffirmed that the role of the mental hygiene nurse was as relevant as the role of the doctor⁽¹⁶⁾.

As such, by training nurses to act in public health, the EAN stood out as a preparation laboratory of professionals who could then be able to disseminate prevention ideas of the so-called mental disorders; so much so that one of the professors of the discipline was psychiatrist Plínio Olinto, one of the members of the LBHM⁽⁸⁾.

Psychiatry

The Psychiatry discipline appears for the first time in the school life history of the nursing students in 1931, and was also delivered by doctors, turning the medical background into the main builder of these nurses' specialty, a fact that caused the teaching program to be exclusively directed to psychiatric pathologies and syndromes⁽⁵⁾. It was an entirely theoretical discipline delivered in the last year of the nursing course and clearly pointed out the hospital-focused trend of the psychiatric treatment at that time. The Psychiatry discipline's first professor was psychiatrist Plínio Olinto. Throughout the period of time assessed in the present study, we observed that the professors were the same as in the Mental Hygiene discipline, counting only on the addition of two other names: Levi J. Bittencourt and Flávio de Souza.

The explanation for the Psychiatry discipline to be delivered prior to the Psychiatric Nursing discipline to EAN students results from the recognition that the Psychiatry practice had had as a medical specialty since 1883 by the

Medical School of Rio de Janeiro[†], when the first civil service examination to the Psychiatry chair took place⁽¹⁷⁻¹⁸⁾. This process allowed Psychiatry professors of the Medical School to access the EAN, as the school lacked nurses with such recognized knowledge. As the EAN also belonged to the UB, the access of medical professors to deliver classes was facilitated.

When the characteristics of the Psychiatry discipline inserted into the EAN's curriculum in 1931 are taken into account, the biomedical content delivered by psychiatrists with no practical experience can be clearly observed.

Psychiatric Nursing

The Psychiatric Nursing discipline was introduced in the EAN's curriculum in 1933, ten years after the beginning of its operation and two years following the beginning of Psychiatry classes, a fact that distinguished the discipline from the other specific disciplines for its theoretical-practical segments, both delivered in the classroom environment. In the EAN's curriculum, the Psychiatric Nursing was the only nursing discipline with no internship program. In the practical classes, students were trained inside the classroom on how to approach and restrain mentally ill patients, and also how to perform somatic treatment techniques^(5,19). Nevertheless, the Psychiatric Nursing knowledge was not yet in construction in Brazil, which delayed its insertion into the EAN's curriculum⁽¹⁹⁾. The nurses were kept in a fair distance from this space, thus generating a strong impeditive factor to the development of the Psychiatric Nursing, whose practice perpetuated a merely custodial aspect⁽⁵⁾.

The medical professors who taught the Psychiatric Nursing discipline in the studied period were as follows: Carrie Reno, Alaíde Carneiro, Hilda Kiseh, Ena Zoffoli,

Maria José Valente, and Olga Salinas Lacorte⁽¹⁹⁻²⁰⁾. Between 1925 and 1949, students did not have any contact with mentally ill patients in the practical part of the discipline, although the records of the students who graduated in the second semester of 1942 - that is, students who took the Psychiatric Nursing discipline in 1941 - display the word "practice" next to the name of the discipline. Such practice was characterized by simulated demonstrations in the classroom^(5,19).

In search for studies that addressed the psychiatric care in the first decades of the 20th century, we identified a type of care based and focused on the isolation of the patient, by means of hospitalization. The main characteristics of this system then were the overcrowded environments and a treatment based on physical contention^(9,17). Since the inception of the first asylum in 1852, psychiatric services in Brazil were identified with the asylum-based model and the nursing care was grounded on disciplinary procedures and the maintenance of the institutional order^(8,11).

These issues hindered the implementation of the EAN internship in psychiatry. This impediment was justified by the desire to protect the moral of the students, who should not be exposed to inconvenient attitudes and conversations of psychiatric patients⁽¹⁹⁾. The Psychiatric Nursing discipline was inserted into the EAN's curriculum in 1933, counting on theoretical and practical contents delivered by nursing professors in the classroom; in other words, the students were graduated as nurses without even having any contact with mentally ill patients in a specialized department.

Another characteristic to be highlighted is that throughout all the years analyzed in this research, we observed that the psychiatry-based disciplines were always delivered in the last period of the course. This feature was kept in different phases of the course and is

[†] At the time called Medical School of Universidade do Brasil (UB), currently the Medical School of the Federal University of Rio de Janeiro.

still observed in the current curriculum of the EAN, despite the curricular changes observed throughout the years.

Start of the Psychiatric Nursing internship at the EAN

Enacted on August 6, 1949 and normatized by Ordinance number 27,426 in that same year, Law 775 presented nursing teaching in Brazil and defined guidelines that should combine nursing teaching and the real needs for professional qualification. The law made the nursing course and the nursing assistant course official, which should last thirty-six and eighteen months, respectively⁽²¹⁾. Additionally, the law removed from the EAN the "official standard school" title it carried for 18 years, a decision that caused the school to undertake several efforts toward adapting to the new legal demands. The end of the Ana Nery standard transferred the inspection of the teaching programs offered by nursing schools all around the nation to the Higher Education Board of Directors of the Ministry of Education and Health⁽⁵⁾.

The regulatory ordinance of Law 775/49 specifies the disciplines that should be taught in the nursing course, and in what period of the undergraduate course they should be delivered. Psychiatric Nursing internship emerges as a compulsory process and the discipline should now be delivered to students in the second year of the course⁽²¹⁾.

The Nursing Annals, currently the Revista Brasileira de Enfermagem, shows that the number of publications on Psychiatric Nursing was quite reduced, which highlights that the specialty was not very much known by nurses and professors at that time, being out of their interest, a fact that was reflected on the care conditions of the psychiatric nursing practice⁽⁸⁾. It was only after 1946 that the Psychiatric Nursing issue started being more frequently seen in scientific publications, a movement that would be intensified in 1950. We can correlate this fact to the enactment of Law 775 and the consequent compulsoriness of the Psychiatric Nursing

internship, when the discipline started to demand professors to acquire such specific knowledge and to follow up the students' internship process^(5,8).

Few authors used to write about the Psychiatric Nursing in the studied period. That is why articles concerning this issue are so hard to find. However, one of the studies addresses the relevance of the discipline to the educational training of students, affirming that "*Psychiatric Nursing, in spite of being included in the program of some nursing schools, was only recently inserted into the curriculum of 38 schools as a compulsory discipline by Law 775/49, which regulates Nursing teaching programs in Brazil*"⁽²²⁾. The same author states that the development of practical experiences was indispensable to the training of the psychiatric nurse, and that such content could not be acquired only from books or theoretical classes. The study highlighted that the best professors, in that case, were patients themselves⁽²²⁾.

By turning the practical internship into a compulsory process in several areas, Law 775/49 forced nursing schools to undertake strategies toward adapting and complying with it. Up to this point, several schools did not have a place in which their students could carry out internships, especially in the Psychiatry area, due to the existing prejudice against mentally ill patients, lack of institutional organization and lack of qualification of nursing professionals⁽⁸⁾. Another study published by the Nursing Annals shows the following statement: "*Mentally ill patients are mistreated as a result of the lack of qualified professionals to rationally take care of them. We see overcrowded hospitals, but who cares for the patients? Simple people, with low educational level, with no culture, poorly remunerated, with excessive working hours, true heroes filled with good will*"⁽²³⁾.

In this sense, nursing schools had two major concerns: the promotion of internship fields that could provide their students with safety, and the specialization of professors that could follow up the students throughout their internship.

Waleska Paixão[‡], EAN's director at that time, used to say that two perspectives should be taken into account for the implementation of the internships: its relevance toward leading nurses to high-level training and the need all schools had to carry out the internship. In face of the difficulties found out in the process, Waleska Paixão pointed out that the law disregarded the fact that not all specialties had appropriate practice fields to the nursing internship, which was the case of Psychiatry: *"Let us eliminate the hypothesis that all internships are indispensable to the training of good professionals. In this case, we should despise the legal demands of the internships listed by Law 775... It seems to me an exaggeration to urge such internships, when the majority of schools is not able to carry them out comprehensively"*⁽³⁾.

Notwithstanding, in 1950 the EAN initiated its practical Psychiatric Nursing activities at the National Psychiatric Center (CPN), whose director was doctor Aduino Botelho. In this period, the National Asylum had already been totally shut down, and all patients had been transferred to the CPN, located at the Engenho de Dentro district⁽²³⁾. It is worth highlighting that when the EAN initiated its internship at the CPN, that hospital was already recognized as an internship field to the Alfredo Pinto Nursing School (EEAP), traditionally inserted into the psychiatric field since its inception, in connection with the National Asylum⁽⁷⁾. Professor Maria Dolores Lins de Andrade was responsible for the follow-up of students. As she did not have any experience in this area, she maintained students as observers of the practice carried out by the EEAP's students and professors^(5,19).

The CPN was a hospital divided into several blocks where men, women and children were separated. Students were allowed to observe only the women and the children, in order not to be directly exposed to men,

who could be immoral and dangerous, thus offering risks to the students' morals⁽¹⁹⁾. Another favorable characteristic that contributed to the choice of the CPN as the first practice field was the fact that the CPN was a hospital that complied with the principles of the LBHM⁽²³⁾.

The EAN's activities at the CPN lasted between 1950 and 1953, when professor Maria Dolores travelled to the US for a Psychiatric Nursing specialization, where she stayed up until 1954. In this period, the Psychiatric Nursing discipline was delivered by professors Ana Jaguaribe da Silva Nava and Olga Salinas Lacorte^(19,24). A special piece of information draws our attention in the assessment of the students' school history: professor Ana Nava is not registered as a professor in the period in which professor Maria Dolores travelled to the US for her specialization. This fact emerges from her own statement, when she affirms that she had to be the Psychiatric Nursing professor for a little while, in replacement for professor Maria Dolores, even though she did not have any affinity with the area, as no one dared to question an order coming from the school's director⁽²⁴⁾.

Another interesting data is that the word "internship" appears in the students records only in 1954. Before that, the records only show a division in the Psychiatric Nursing discipline into T (theoretical) and P (practical). In other words, during the time the EAN was located at the CPN, there was no record of any internship, only practical classes delivered at the psychiatric hospital⁽²⁰⁾. This careful decision of the EAN not to employ the term "internship" indicated that the students did not provide nursing care to mentally ill patients, but only observed the EEAP's students and professors. As such, it is clear that the CPN was not an internship field at all, but an observation field for the psychiatric practice performed by the EEAP's students and professors. Throughout the period that students remained at the CPN, they were

[‡] Waleska Paixão was the director of the EEAN between 1950 and 1968. Her management period overlapped the enactment of Law 775/49(20).

supervised by a professor who lacked psychiatric experience, and consequently was not able to orient students.

In 1954, after professor Maria Dolores finished her Psychiatric Nursing specialization, the EAN stopped using the CPN as a practice field and moved to the Psychiatry Institute of Universidade do Brasil (IPUB)⁽⁵⁾. Assessed documents provide evidence that professor Maria Dolores was hired as the coordinator of the discipline called Neuro-Psychiatry Nursing in 1951, 1952 and 1953⁽²⁰⁾. The compulsoriness of the Psychiatric Nursing internship generated a series of debates, as schools found it very difficult to provide internship fields to their students. One of the possibilities was to shut the schools down in case they were not able to carry out the internships demanded by law, or even disrespecting the law in the training of nurses and remain in an illegal position concerning the demanded internships. It is worth highlighting that if it was hard to provide an internship field for disciplines that had general hospitals as their practice fields, it was even harder for the psychiatry practice, which counted on very few hospitals for that purpose. In addition, those few existing hospitals offered very precarious, inhumane conditions, and were seen as an inappropriate place for students⁽³⁾.

Several schools decided to seek partnerships to solve such problems, as suggested by director Waleska Paixão in the following statement: *"While we are not able to comply with the law, let each school improve theirs [internship fields], and look for other affiliated schools"*⁽³⁾. Another solution found by the director was *"to collaborate in the remodeling of our current Psychiatry, Orthopedics and Transmissible Diseases Centers, in order to facilitate the training processes of the schools nearby"*⁽³⁾.

In this sense, the attitude adopted by the EAN was to remodel the Psychiatric Nursing teaching program and equip the university's psychiatric hospital to which it belonged (the IPUB), so that it could become an affiliation center to other nursing schools in Brazil.

At the nursing schools, Psychiatric Nursing teaching did not have the essence of others disciplines, such as pediatrics, medical clinic and orthopedics, among others. The enactment of a law was necessary for the Psychiatric Nursing to become a compulsory discipline, followed by an internship, in the curriculum of the nursing schools all around the nation. Such action also enhanced the interest in this care area.

The issues related to the Psychiatric Nursing teaching became a central focus in 1950, when the internship became a compulsory process. Law 775/49 directly influenced the development of the Psychiatric Nursing practice at the EAN, as it caused the director at that time to look for new strategies aiming at improving the theoretical and practical teaching of the discipline. It should be highlighted that the transfer of the EAN to the CPN, as well as the technical specialization of a professor in the United States, generated the qualification the Psychiatric Nursing teaching needed at the EAN, following the enactment of the law. The presence of a Psychiatric Nursing specialist as a professor caused the EAN to leave the CPN and transform the IPUB in its own field of qualified internship⁽⁵⁾.

FINAL CONSIDERATIONS

Whenever the teaching trajectory of a specialty, such as the Psychiatric Nursing, is studied, a slow transition process related to the practices of that area is observed. As such, it is clear that the nursing teaching was directly affected by this slowness. Even today, when the Psychiatric Reform movement is in full action, we observe some issues that reflect the stigma related to the mental disorder and its reverberations in the training processes of nurses.

The search for the genesis of the Psychiatric Nursing teaching at the EAN shows us that although this school has legally been a teaching model to the nation, it took it 27 years to access the psychiatric field. The development of the psychiatric teaching in the school's curriculum started with the recognition of the theoretical medical

knowledge, evolved to the practical observation taught and performed by another school and finally made its way to its own internship practice. The mechanism that promoted the beginning of the Psychiatry internship at the EAN and several other nursing schools in the country was Law number 775/49. The first students had the CPN as their practice field. There, along with their professor, they merely observed the practice of students and professors from the Alfredo Pinto Nursing School, which already had the CPN as their internship field. The strategy indicates that the EAN wanted to comply with the law, but was concerned at both the physical and moral preservation of the students and the quality of the teaching offered by its professors. This problem was solved by sending professor Maria Dolores to the US for a

specialization course in Psychiatric Nursing. The present study enabled the identification of another strategy employed by the EAN: to transfer the internship program from the CPN to the IPUB, where it would have more autonomy, as the IPUB belonged to the UB, having the same status of the school.

Hence, the present research allowed for a reflection on the current Psychiatric Nursing teaching standard based on the strategies implemented by a nursing school in the first half of the 20th century. This reflection was made possible thanks to common difficulties faced by all nursing schools at the time toward the development of the Psychiatric Nursing practice, especially in the practical teaching, and ratifies the need for specialized and duly prepared professors.

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