

---

**MENTAL HEALTH NURSING EDUCATION AND SERVICES IN MANDALAY (1974-2016): HISTORICAL PERSPECTIVE**

**Kyaw Thura<sup>1\*</sup> and Cho Mar Win<sup>2</sup>**

Mental Health Nursing Department, University of Nursing, Mandalay, Myanmar

**ABSTRACT**

This study explored the history of mental health nursing education and services in Mandalay from 1974 to 2016 by using descriptive historical study design. The objective of the study is to uncover history of the mental health nursing education and services in Mandalay. Total thirteen participants were selected by using snowball sampling method. Oral history was collected by using semi-structured interview method. All interviews were collected by voice recorder. Records, documents and photographs which were essential for the past events were scanned. The obtained data from the participants were analyzed by using six steps data analysis of Creswell (2014). Seven major themes for mental health nursing education in Mandalay and five major themes for mental health nursing services in Mandalay from 1974 to 2016 emerged from the participants' experiences and related documents are described. Many sub-themes were emerged from twelve major themes. Mental health nursing education had been started to develop in Nursing Training School, Mandalay since new curriculum was developed in 1991. Moreover, mental health nursing education was upgraded as a Department when University of Nursing, Mandalay was established in 1998. The development of mental health nursing services in Mandalay can be seen period by period. Mental health nursing services in Mandalay had been started in psychiatric unit, Mandalay General Hospital in 1974. This study recommends that further historical studies regarding history of mental health nursing services in Drug Treatment Hospital, Mandalay and history of mental health nursing education and services in Mandalay after 2016 should be conducted in future.

**Key Words:** Education; services; experiences; training; curriculum; psychiatric.

**INTRODUCTION**

The study of mental health nursing history focuses on the chronology of events, but also the impact and influence those mental health nursing education and services continued to have throughout time. Understanding the history of mental health nursing education and services allows gaining an appreciation of the nursing profession role played in the healthcare system. Each decade of mental health nursing education and services in Mandalay has brought new insight into ways the profession can better meet the strengths and weakness. The future mental health nursing must continue to monitor changes in technology, advances in scientific knowledge, and changes in society and in the health care delivery system.

In Myanmar, there are two Universities of Nursing in education setting and two Mental Health Hospitals in clinical setting. In Mandalay, diploma curriculum was designed by five major subjects of nursing and mental health nursing has become one of the major subjects in curriculum since 1991. Nursing education was upgraded to a University level as Institute of Nursing in 1998 and Master of Nursing Science Course was opened in 2004. Moreover, Master of Nursing Science (Mental Health Nursing) Course was opened in 2015 and Diploma in Specialty Nursing (Mental Health Nursing) Course was opened in 2013 (University of Nursing, Mandalay, 2014).

In clinical setting, Drug De-addiction and Psychiatric Unit were opened at Mandalay General Hospital in 1974. Drug De-addiction and Treatment Unit were moved to old building of Leprosy Hospital which was located at 35<sup>th</sup> Street between 64<sup>th</sup> and 68<sup>th</sup> Streets in 1980. In 1998, Ministry of Health (now Ministry of Health and Sports) approved to officially open 50 Bedded Drug Treatment Hospital on MyintNge Road, Taw Dwin Village in Amarapura Township. In 2013, psychiatric unit was upgraded to 200 Bedded Mental Health Hospital, Mandalay (Thet-Hnin-Htet, 2016).

Mental health nursing in Mandalay has been developed by the nursing education and clinical setting. By exploring the past mental health nursing education and services, the evidence from the past can be studied and made aware of what has happened in the past so nurses may learn from past failures and successes about mental health. Moreover, the documentation and exploration of the history of mental health nursing education and services in Mandalay can give the understanding of present educational practices and policies more fully. This study helps to describe the influence of the trends on the development of mental health nursing as a profession. Therefore, the history of mental health nursing education and services in Mandalay were systematically documented by collecting and reviewing data.

### **Research Questions**

In this study, research questions are how did mental health nursing education develop in Mandalay and how did mental health nursing services develop in Mandalay.

### **Purpose**

The purpose of the study is to uncover history of the mental health nursing education and services in Mandalay.

## **METHODOLOGY**

### **Study design, participants, sampling method, setting and period**

The descriptive historical research study design was used in this study. Total thirteen participants were selected by using snowball sampling method. This study was conducted at the University of Nursing, Mandalay, Mental Health Hospital, Mandalay, participants' homes, offices and their convenient places. This study was conducted from February, 2018 to August, 2018.

### **Data Collection Procedures**

Data collection was started after getting the approval from the Institutional Review Board of the University of Nursing, Mandalay. The persons who have experienced in mental health nursing education and services in Mandalay within 1974 and 2016 were listed. The persons who have been more experiencing were selected in this study. At first, participants were made by phone contact, initially. For introduction and each interview, appointments were obtained from all participants.

After taking appointments, participants were interviewed in the offices, their homes and their convenient places. The researcher introduced to each participant. The explanations of the process of this research were done to all participants. The informed consent of each participant was obtained before conducting the study. After developing the rapport and trust with the participants, data collection was undertaken. The data were collected through conversational in-depth interviewing with semi-structured questions. The permission of the participants was obtained to record the interview data by phone or sound recorder. Each interview was taken range at least 1 hour and each participant was interviewed at least two times for data saturated.

Each participant's biography was taken. The participants' experiences which related data regarding mental health nursing education and services within 1974 and 2016 were collected. In the interview, each participant's feelings and other suggestions concerning with mental health nursing education and services were collected. Each participant was interviewed how about the developing of mental health nursing services and nurses' activities in clinical setting. Moreover, each participant in education setting was interviewed how about developing mental health nursing education and establishing of mental health nursing department in Mandalay.

The interview was ceased if the participant was unwilling to talk about the history of mental health nursing education and services. Only if willing to talk, the interview was restarted in next time. After the permission, legal documents, records and photos from participants were obtained. Secondary source of data were obtained from the Library of University of Nursing, Mandalay, articles of school magazine and journal, photographs, online sources and hospital records in Mandalay General Hospital and Mental Health Hospital, Mandalay.

### **DATA ANALYSIS**

Data were analyzed by using six steps data analysis of Creswell (2014). In the first step, interviewing data by audio recording on a digital voice recorder were sent to another computer served as backup of electronic failure and faults to ensure that all voices could be heard. In second step, the entire transcribed data were read and re-read to obtain an overall and comprehensive impression of the content and context before the abstraction process of coding. In the third step, all data of history of mental health nursing education and services were described into codes according to years. In the fourth step, the coding process was used to generate a description of the history of mental health nursing education and services in Mandalay. In the fifth step, the emerging themes and findings were represented in the qualitative narrative. In final

step, the emerging themes and findings concerning the history of mental health nursing education and services were interpreted and summarized with the personal sense.

### **Ethical Considerations**

Ethical approval for the study was obtained from Institutional Review Board of University of Nursing, Mandalay. The permission for data collection was taken from medical superintendent, matron, consultants and ward sister in Mandalay General Hospital, Mandalay and Mental Health Hospital, Mandalay. The informed consent of each participant was taken after through explanation of purposes and procedure before conducting the study. After taking appointments, participants were interviewed in the offices, their homes and their convenient places. The permission of the participants was taken to record the interviewed data by phone or sound recorder. After the participants' permission was obtained, some of their memos, photos and certificates were scanned and described in the research paper. Anonymity and confidentiality were maintained. Participants were explained that they have the right to voluntarily decide whether or not to participate in the study and they had right to withdraw. Results of the study will be used only for research and health care purpose.

### **Findings and Themes Emerged**

In this chapter, there are two sections which provide a description of the findings of the research. The first section provides the findings of Mental Health Nursing Education in Mandalay and the second section comprises the findings of Mental Health Nursing Services in Mandalay. Seven major themes for Mental Health Nursing Education in Mandalay and five major themes for Mental Health Nursing Services in Mandalay from 1974 to 2016 emerged from the participants' experiences and related documents are described.

### **Mental Health Nursing Education in Mandalay**

Mental Health Nursing Education for Diploma in Nursing in Nursing Training School, Mandalay; Developing Mental Health Nursing Department in University of Nursing, Mandalay; Mental Health Nursing in B.N.Sc (Generic) Course in University of Nursing, Mandalay; Mental Health Nursing in B.N.Sc (Bridge) Course in University of Nursing, Mandalay; Mental Health Nursing in M.N.Sc (General) Course in University of Nursing, Mandalay; Diploma in Specialty Nursing (Mental Health) Course in University of Nursing, Mandalay and Master of Nursing Science (Mental Health Nursing) Course in University of Nursing, Mandalay were emerged as seven major themes for Mental Health Nursing Education in Mandalay.

#### **1. Mental Health Nursing Education for Diploma in Nursing in Nursing Training School, Mandalay**

Four sub-themes of Mental Health Nursing Education for Diploma in Nursing in Nursing Training School, Mandalay were Teaching Section and Curriculum for Mental Health Nursing Education in Diploma in Nursing; Studying in Clinical Field for Diploma in Nursing; Preparation for Teaching and Assessment for Diploma in Nursing that emerged from the participants' experiences.

**(a) Teaching Section and Curriculum for Mental Health Nursing Education in Diploma in Nursing**

Following was the description of the participants about “Teaching Section and Curriculum for Mental Health Nursing Education in Diploma in Nursing”. SayarmaShwe said *“We studied Behavioral Science consisted of Psychology, Communication Skill and Sociology from first year. Teachers from Psychology Department taught us and gave lectures on Developmental Psychology and Sociology. A teacher who was a psychiatrist taught us mental disorders.”* SayarmaMyo said *“When I was a trainee of Nursing Diploma, I learnt Psychology and Sociology as Behavioral Science since first year. Mental health nursing theories were taught in the second year.”*

**(b) Studying in Clinical Field for Diploma in Nursing**

Clinical practice for Mental Health Nursing Subject was studied in third year. The participants of this study described how the students studied in mental health settings and how psychiatrists and senior staff taught them as following. SayarmaShwe said *“In 1992, senior staff and consultants explained each case, for example, sign and symptoms of schizophrenia. In the first week, we could not touch the patient, but to listen carefully what they explain thoroughly as orientation. Majority of cases we found were schizophrenia, major depression, bipolar disorder and alcohol used disorder cases.”* SayarmaKyi said *“When I started to work at Nursing Training School, Mandalay in 1996, the teachers who taught Mental Health Nursing Subject supervised the students when they went to clinical field area for practical study.”*

**(c) Preparation for Teaching**

The participant stated “Preparation for Teaching” as follows. SayarmaKyi said *“I had to make much effort in preparation before I taught Psychology and Sociology to students. Sayargyi U MyintLwin from Psychology Department, Univeristy of Mandalay came and taught our students.”*

**(d) Assessment for Diploma in Nursing**

Participants expressed about “Assessment for Diploma in Nursing” as follows. SayarmaShwe said *“The examination of the Nursing Training School, Mandalay was held for 5 days and one subject for one day. For every subject, students had to take at least two tests depending on condition. For final year students, the exam question was set by the Head Quarter.”* SayarmaMyo said *“When I was attending Nursing Training School, Mandalay, patients had to come to our school for us to take viva exam.”*

**2. Developing Mental Health Nursing Department in University of Nursing, Mandalay**

Eight sub-themes of Developing Mental Health Nursing Department in University of Nursing, Mandalay were Organizational Set Up and Manpower in Mental Health Nursing Department, University of Nursing, Mandalay; Departmental Setting; Establishing Courses and Curriculum in

Mental Health Nursing Department, University of Nursing, Mandalay; Collaborative Activities for Theory; Collaborative Activities for Practices; Teaching and Learning Preparation of Academic Staff in Mental Health Nursing Department, University of Nursing, Mandalay; Foreign Training for Teaching Staff and Master Candidate and Satisfaction of Head of Department in Mental Health Nursing Department, University of Nursing, Mandalay that emerged from the participants' experiences.

**(a) Organizational Set Up and Manpower in Mental Health Nursing Department, University of Nursing, Mandalay**

The number of teaching staff increased in Mental Health Nursing Department, University of Nursing, Mandalay by the participants as the following. Sayarma Cho said *"When University of Nursing, Mandalay was first opened in 1998, I was the only one tutor who was assigned at the Department of Mental Health Nursing. Therefore I had to take the teaching duty as well as the management duty. Three months after opening the University, another Tutor was assigned to our Department so we had two Tutors in our Department."*

**(b) Departmental Setting**

The setting of Mental Health Nursing Department has been changed depending on the number of teaching staff since University of Nursing, Mandalay that was first opened in 1998.

**(c) Establishing Courses and Curriculum in Mental Health Nursing Department, University of Nursing, Mandalay**

To develop the curriculum of the course, Heads of the Departments and teaching staffs contributed much effort and made cooperation. Following was the description of the senior teaching staff about when and how Mental Health Nursing Courses were started to open. Sayarma Cho said *"Within one month after I arrived Mental Health Nursing Department, University of Nursing, Mandalay in 1998, the Rector assigned me to implement curriculum and master plan for the course."*

**(d) Collaborative Activities for Theory**

In early days of University of Nursing, Mandalay, because of the shortage of teaching staff, Mental Health Nursing Department had to cooperate with other Departments.

**(e) Collaborative Activities for Practices**

For the students of University of Nursing, Mandalay, to do practical study on Mental Health Nursing, cooperation between teachers from Mental Health Nursing Department and psychiatrists and nurses from clinical field area was carried out.

**(f) Teaching and Learning Preparation of Academic Staff in Mental Health Nursing Department, University of Nursing, Mandalay**

For students of University of Nursing, Mandalay, to have advanced knowledge about mental health nursing, teaching staff had to make careful lesson preparation before teaching them. Nurses asked for help from the expertise and experienced teachers if they had any difficulties with the lesson. Their experience of lesson preparation was described as follows. Sayarma Aye said *“B.N.Sc (Bridge) Course was first opened in University of Nursing, Mandalay in 2002. When I teach my students, I usually teach for only 30 minutes and I recall their memory of the lecture for the rest of the time. I always made preparation and made notes before giving lecture.”* SayarHtay said *“I started working as an instructor in Mental Health Nursing Department, University of Nursing, Mandalay in 2001. I didn’t find any difficulties because I have 15 years’ experience concerning with Narcotic and Psychiatry.”*

#### **(g) Foreign Training for Teaching Staff and Master Candidate**

Teaching staffs from Mental Health Nursing Department were sent to foreign countries to attend training courses for the improvement of teaching and learning. Moreover, one master candidate was sent as a representative of students who were studying Mental Health Nursing Subject to a foreign training course.

#### **(h) Satisfaction of Heads of Department in Mental Health Nursing Department, University of Nursing, Mandalay**

From 1998 to 2016, there were 5 persons who took the responsibility of the Head of the Mental Health Nursing Department successively. They all tried hard for the improvement of the department.

### **3. Mental Health Nursing in B.N.Sc (Generic) Course in University of Nursing, Mandalay**

B.N.Sc (Generic) Course was opened in University of Nursing, Mandalay in 1998. In this course, Mental Health Nursing Subject was included as a major subject. From the study of Mental Health Nursing in B.N.Sc (Generic) Course in University of Nursing, Mandalay, the following themes were extracted. Four sub-themes of Mental Health Nursing in B.N.Sc (Generic) Course in University of Nursing, Mandalay were Theory Section for Mental Health Nursing in B.N.Sc (Generic) Course; Studying in Clinical Field for Mental Health Nursing in B.N.Sc (Generic) Course; Studying in Community Field for Mental Health Nursing in B.N.Sc (Generic) Course and Assessment for Mental Health Nursing in B.N.Sc (Generic) Course that emerged from the participants’ experiences.

#### **(a) Theory Section for Mental Health Nursing in B.N.Sc (Generic) Course**

Mental Health Nursing Department had to teach respective subjects from first year to final year in B.N.Sc (Generic) course. Preparation of the teaching staff for their teaching was described by the participants as follows. Sayarma Cho said *“When University of Nursing Mandalay was first opened in 1998, we implemented the curriculum and master plan for first year B.N.Sc (Generic) Course including Dynamic of Group Behavior, Psychology, Sociology and Communication Skills for Behavioral Science.”*

**(b) Studying in Clinical Field for Mental Health Nursing in B.N.Sc (Generic) Course**

Students of B.N.Sc (Generic) Course had a chance to study not only theoretically but also practically about mental health subject.

**(c) Studying in Community Field for Mental Health Nursing in B.N.Sc (Generic) Course**

For mental health assessment, they had to learn community mental field in quarters. Moreover, they had to study from bio, psycho and social aspects in the institutions. The participants expressed “Studying in Community Field for Mental Health Nursing in B.N.Sc (Generic) Course” as follows. Sayarma Aye said *“On the appointed day, the teacher who would be in charge of the students went together with them to the Ward Administrative Office. The responsible person from the office sent them to the houses. Then, ward and village-tract administrator led the students to go and assess the family members in houses.”* Sayarma Kyaw said *“We could teach 14 hours for community mental health nursing to third year B.N.Sc (Generic) and first year B.N.Sc (Bridge) according to the curriculum. We sent the students to Htun Done quarter in Chan-Mya-Thar-Si township as field study. Students had to conduct survey on at least 4 houses. They assessed using community mental health assessment form.*

**(d) Assessment for Mental Health Nursing in B.N.Sc (Generic) Course**

Teaching staffs made assessment to review and revise the curriculum and to know how much students have got from teaching learning. The participants said about “Assessment for Mental Health Nursing in B.N.Sc (Generic) Course” as follows. Sayarma Cho said *“First year B.N.Sc (Generic) Course students had to take tests during the academic year after each topic. In 1998, First Year B.N.Sc (Generic) Course students had to take viva exam.”* Sayarma Aye said *“When I acted as the Head of the Department in 2000, I always prepared the marking scheme before doing correction. A teacher from Psychology Department came and acted as an outside (external) examiner in viva exam. In first year and second year B.N.Sc (Generic) Course, they had to take both written exam and viva exam. For fourth year B.N.Sc (Generic) students, viva exam was held at the Mental Health Hospital, Mandalay.”*

**4. Mental Health Nursing in B.N.Sc (Bridge) Course in University of Nursing, Mandalay**

B.N.Sc (Bridge) Course was opened in University of Nursing, Mandalay in 2002. Themes extracted from this study can be described as follows. Four sub-themes of Mental Health Nursing in B.N.Sc (Bridge) Course in University of Nursing, Mandalay were Theory Section for Mental Health Nursing in B.N.Sc (Bridge) Course; Studying in Clinical Field for Mental Health Nursing in B.N.Sc (Bridge) Course; Studying in Community Field for Mental Health Nursing in B.N.Sc (Bridge) Course and Assessment for Mental Health Nursing in B.N.Sc (Bridge) Course that emerged from participants’ experiences.

**(a) Theory Section for Mental Health Nursing in B.N.Sc (Bridge) Course**



In-service nurses who have got Diploma in Nursing can attend B.N.Sc (Bridge) Course by taking entrance exam. The students of this course were taught by the staff from Mental Health Nursing Department to understand the subjects very well.

**(b) Studying in Clinical Field for Mental Health Nursing in B.N.Sc (Bridge) Course**

In Year I of B.N.Sc (Bridge) Course, students have to study in Mandalay General Hospital where there are long term diseases. To study mental illness cases, students of Year II B.N.Sc (Bridge) Course have to do field study in Mental Health Hospital, Mandalay.

**(c) Studying in Community Field for Mental Health Nursing in B.N.Sc (Bridge) Course**

The students had to go community mental health fields to study how much mental health care is given in institutions and to give knowledge about mental health issue to the public in community.

**(d) Assessment for Mental Health Nursing in B.N.Sc (Bridge) Course**

After learning Theory, students of B.N.Sc (Bridge) Course had to do class work and assignments. At the end of the academic year, they have to take exam on both theory and practical.

**5. Mental Health Nursing in M.N.Sc (General) Course in University of Nursing, Mandalay**

Meeting was held by the Rector and Heads of the Departments to open M.N.Sc (General) Course 7 years after University of Nursing, Mandalay was opened. With the agreement of all who attended the meeting, they could open M.N.Sc (General) Course in 2005. From the analysis of the M.N.Sc (General) Course, the following themes were extracted. Four sub-themes of Mental Health Nursing in M.N.Sc (General) Course in University of Nursing, Mandalay were Curriculum for M.N.Sc (General) Course; Studying in Clinical Field for M.N.Sc (General) Course; Studying in Community Field for M.N.Sc (General) Course and Assessment for M.N.Sc (General) Course that emerged from participants' experiences.

**6. Diploma in Specialty Nursing (Mental Health) Course in University of Nursing, Mandalay**

Fifteen years after the establishment of University of Nursing, Mandalay, to upgrade the Mental Health Nursing Education, Diploma in Specialty Nursing (Mental Health) Course was opened. From the study of Diploma in Specialty Nursing (Mental Health) Course, the following themes can be extracted. Four sub-themes of Diploma in Specialty Nursing (Mental Health) Course in University of Nursing, Mandalay were Curriculum for Diploma in Specialty Nursing (Mental

Health) Course; Studying in Clinical Field for Diploma in Specialty Nursing (Mental Health); Studying in Community Field for Diploma in Specialty Nursing (Mental Health) Course and Assessment for Diploma in Specialty Nursing (Mental Health) Course that emerged from the participant's experiences.

### **7. Master of Nursing Science (Mental Health Nursing) Course in University of Nursing, Mandalay**

Master General Course was opened in University of Nursing, Mandalay in 2005 and Master Specialty Course was also opened in 2015 including Mental Health Nursing Subject as a specialty subject. From the study of Master of Nursing Science (Mental Health Nursing) Course in University of Nursing, Mandalay, the following themes were extracted. Four sub-themes of Master of Nursing Science (Mental Health Nursing) Course in University of Nursing, Mandalay were Curriculum for Master of Nursing Science (Mental Health Nursing) Course; Studying in Clinical Field for Master of Nursing Science (Mental Health Nursing) Course; Studying in Community Field for Master of Nursing Science (Mental Health Nursing) Course and Assessment for Master of Nursing Science (Mental Health Nursing) Course.

### **Mental Health Nursing Services in Mandalay**

Development of Psychiatric Unit in Mandalay General Hospital from 1974 to 1993; Development of Psychiatric Unit in 35<sup>th</sup> Street, Mandalay from 1993 to 2001; Development of Mental Health Hospital, Mandalay from 2001 to 2016; Collaborative Nursing Care Activities and Routine Nursing Care Activities were emerged as five major themes for mental health nursing services in Mandalay.

#### **1. Development of Psychiatric Unit in Mandalay General Hospital from 1974 to 1993**

Mental Health Nursing Services in Mandalay started to develop in psychiatric unit, MGH. In relation to the development of psychiatric unit in MGH, the following sub-themes can be identified in the study. Seven sub-themes of Development of Psychiatric Unit in Mandalay General Hospital from 1974 to 1993 were Manpower for Mental Health Care; Carrying on Hospital Policy; Locating in Types and Number of Patients; Allocating the Patients; Continuing Nursing Education for Staff Development; Supervising Ward Cleanliness and Arrangement in Welfare Programs.

#### **2. Development of Psychiatric Unit in 35<sup>th</sup> Street, Mandalay from 1993 to 2001**

Psychiatric unit 35<sup>th</sup> street, Mandalay was moved from MGH in 1993 to 35<sup>th</sup> street, Mandalay. When the development of the psychiatric unit within 1993 to 2001 was studied, the following sub-themes can be found. Eight sub-themes of Development of Psychiatric Unit in 35<sup>th</sup> Street, Mandalay from 1993 to 2001 were Manpower for Mental Health Care; Carrying on Hospital Policy; Locating in Types and Number of Patients; Allocating the patients; Continuing Nursing Education for Staff Development; Involving in Treatment Modalities; Supervising for Ward Cleanliness and Arrangement in Welfare Programs that emerged from the participants' experience.

### **3. Development of Mental Health Hospital, Mandalay from 2001 to 2016**

Psychiatric unit was moved from 35<sup>th</sup> street to Htone Bo - MyitNgestreet, Amarapura township in 2001. On 24<sup>th</sup> April, 2013, psychiatric unit was upgraded to Mental Health Hospital, Mandalay according to the admission order of setting No. 64/257/AhFaYa/2013 and opened in Htone Bo - MyitNge street, Amarapura township (Appendix-5, Figure-3). From the study of the improvement of psychiatric unit to 200 Bedded Mental Health Hospital, Mandalay, the following sub-themes can be extracted. Ten sub-themes of Development of Mental Health Hospital, Mandalay from 2001 to 2016 were Manpower for Mental Health Care; Carrying on Hospital Policy; Locating in Types and Number of Patients; Allocating the Patients; Continuing Nursing Education for Staff Development; Participation in Clinical Education; Involving in Treatment Modalities; Supervising Ward Cleanliness; Acceptance of Donation and Arrangement in Welfare Programs.

### **4. Collaborative Nursing Care Activities**

To have the better health condition of mental disorder patients, health care providers must collaborate harmoniously. The following sub-themes can be extracted from the study of Collaborative Nursing Care Activities. Seven sub-themes were Caring for Patient with Acute Excitement; Caring for Patient with Suicidal Ideation and Suicidal Attempt; Caring for Patient Undergoing Electroconvulsive Therapy; Taking Nurse Role in Out-Patient Department; Nursing Performance in New Admitted Patient; Participating in Consultant's Round and Administering Medication.

### **5. Routine Nursing Care Activities**

Nurses have a lot of routine nursing care activities. According to the participants' experiences, the following sub-themes can be identified in the study. Nine sub-themes of Routine Nursing Care Activities were Improving Patient's Self Care; Caring for Pick-Up Patient; Hand Over and Take Over; Writing Nursing Report; Documenting Nursing Notes; Taking Nurses Round; Arrangement in Nurses' Duty; Providing Health Education and Involving in Discharge Plan and Follow up Care.

## **DISCUSSION AND RECOMMENDATIONS**

### **Discussion**

#### **Development of Mental Health Nursing Education in Mandalay**

Mental health nursing education has been advanced since 1998 as a Mental Health Nursing Department in University of Nursing, Mandalay. Naw-Clara (2007) described that nursing education programme and the establishment of ION was approved by the highest authority in August, 1991. As a University of Nursing, Mandalay, Mental Health Nursing Department started

to develop in 1998, Tutor DawKhin Win Cho was appointed to carry out the teaching learning activities in this Department.

Ratios of students and faculty members depend upon the setting, type of teaching style and the use of faculty extenders. Three months after opening the University, another Tutor was assigned to Mental Health Nursing Department. Only two months later, a Tutor DawKhin Win Cho was left in Mental Health Nursing Department because the new Tutor resigned from work. In 2000, January, 1 Assistant Lecturer and 2 Tutors were assigned to Mental Health Nursing Department. In 2001, 1 Assistant Lecturer, 2 Tutors and 1 Instructor were assigned. There were Head of Department, 1 Assistant Lecturer, 2 Tutors and 1 Instructor in 2004.

In 2008, there were 11 faculty members including Professor and Head of the Department, 1 Lecturer Daw Tin TinKyaw, 2 Assistant Lecturers, 4 Tutors and 3 Instructors (Appendix-7, Figure-5, 6 and 7). In 2016, there was 12 teaching staff. Departmental setting was changed by original situation according to increasing number of faculty members. When University of Nursing, Mandalay was opened in 1998, Mental Health Nursing Department was combined and placed on the second floor of the Building A with other Nursing and Non-nursing Departments. In 2000, Mental Health Nursing Department, Department of Fundamental Nursing and Adult Health Nursing Department were left there. Although twice the numbers of teaching staff were assigned to Mental Health Nursing Department, it has not been changed until now.

Mental Health Nursing Course and Curriculum are important element of nursing profession. World Health Organization Europe (2003) stated that the aims of the course and the curriculum of mental health nursing are to: provide a challenging educational experience; provide an educational framework that will encourage the student to develop her/his skills of analysis and critical awareness in order to stimulate an enquiring and creative approach to both the theory and practice of mental health nursing; develop the student's ability to respond to changing needs in mental health care in an analytical way; develop the student's critical awareness of relevant research findings and facilitate integration of these findings into mental health nursing practice; develop her/his knowledge and understanding of health policies and systems relevant to the development and provision of mental health services of the country and their impact for the population; provide leadership which is appropriate in the context of mental health nursing and contribute to the evaluation of the mental health nursing services being provided to the population of the country.

To develop the curriculum of the course, Heads of the Departments and faculty members made cooperation and much effort. When University of Nursing, Mandalay was opened in 1998, Tutor DawKhin Win Cho prepared curriculum and master plan for Mental Health Nursing Subject of first year B.N.Sc (Generic) Course and second year B.N.Sc(Generic) Course in 1999. In 2000, DawThan Aye and other faculty members prepared curriculum and master plan for Mental Health Nursing Subject of third year B.N.Sc (Generic) Course and fourth year B.N.Sc (Generic) Course in 2001. In 2004, Mental Health Nursing Department in Mandalay had to teach 6 classes; first year B.N.Sc (Generic), second year B.N.Sc (Generic), third year B.N.Sc (Generic), fourth year B.N.Sc (Generic), first year B.N.Sc (Bridge), and second year B.N.Sc (Bridge). In 2002,

Sayargyi U Mhem Po Nyein arranged the course and curriculum for first year B.N.Sc (Bridge), and second year B.N.Sc (Bridge) in 2003.

In 2005, the M.N.Sc (General) Course was opened with 3 candidates. In 2011, the Rector Professor Dr. Mar Lar Win, Head and the colleagues of Mental Health Nursing Department, University of Nursing, Mandalay started to develop the curriculum for Diploma in Specialty Nursing (Mental Health) Course. In 2013, Diploma in Specialty Nursing (Mental Health) Course was opened with 2 candidates. In 2015, Master of Nursing Science (Mental Health Nursing) Course started to open with 1 candidate. From the findings of history of mental health nursing education in Mandalay, it can be seen that the courses of mental health nursing need to develop continuously and need to open Doctorate Degree Programme of Mental Health Nursing.

In early days of University of Nursing, Mandalay, because of the shortage of teaching staff, Mental Health Nursing Department cooperated to teach Mental Health Nursing Subject with other departments. For the candidates of University of Nursing, Mandalay, to study practical area on Mental Health Nursing, cooperation between teachers from Mental Health Nursing Department and psychiatrists and nurses from clinical field area was carried out. Therefore, the candidates can be seen development of theory and practical skill in Mental Health Nursing Subject.

### **Development of Mental Health Nursing Services in Mandalay**

Psychiatric unit was developed as a unit of Mandalay General Hospital in 1974 because of the increasing number of people suffering from mental disorder and mental health issue among public. Manpower is one of the most important factors to meet the needs of the mentally ill patients. World Health Organization (2005) stated that Human Resources (HR) are the most valuable asset of a mental health service. Such a service relies on the competence and motivation of its personnel to promote mental health, prevent disorders and provide care for people with mental disorders.

There must be rule and regulations to carry out the functions of a particular setting. Policies and procedures regarding patient safety in psychiatric unit must be maintained. According to hospital policy, when a patient was admitted to the psychiatric unit, MGH, the valuable things had to be kept by a senior nurse with a list and then the patient could get them back in discharge. Moreover, female patient was looked after by the female attendant and male patient was looked after by the male attendant in psychiatric unit.

In psychiatric unit on 35<sup>th</sup> street in 1993 to 2001, patients and attendants were told the hospital policy as soon as they were admitted to the hospital that only male attendant was allowed for the male patient and female attendant for the female patient. Patients were assessed whether they had sharp pointed things or blades, lighters etc; for their safety. As soon as the patients had been admitted to hospital, nurses explained them that female attendant for female patient and male attendant for male patient will be allowed in psychiatric unit, Htone Bo - MyitNgestreet, Amarapura township (Mental Health Hospital, Mandalay now) from 2001 to 2016.

If it is impossible for the patient, they are allowed to attend the patient only in day time and male attendant must sleep in male ward and female attendant must sleep in female ward at night. The attendants had been explained not to take the patients out and only two attendants are allowed for one patient. If the patients are in mild condition, they can receive the visitors in the parlour from 2001 to 2016. Parlour time and meal time is 7 am to 9 am, 12 noon to 1 pm, 4 pm to 6 pm. Rule for the attendants and patients to follow are; not to chew betel, not to use drugs, not to take video and photo, to throw away litter in the dust bin, to take care of things themselves, not to have more than two attendants, to keep themselves clean and tidy (Appendix-23, Figure-30 and 31). When the patients admitted to hospital, the attendants had to read the rule and regulations and they had to sign to prove that they have already read the rules. According to the increasing number of patients, the hospital policy is strictly carried out.

In psychiatric unit, MGH, there were a few patients in ward. Schizophrenia, major depression, manic cases and ADS cases were admitted to psychiatric unit from 1974 to 1993. In psychiatric unit on 35<sup>th</sup> street from 1993 to 2001, there were patients of mood disorder (manic episode), mood disorder (depressive episode), major depression, schizophrenia, alcohol dependence syndrome, and substance induced psychosis. In addition, forensic psychiatry patients were also there. Average number of patients in psychiatric unit, 35<sup>th</sup> street, Mandalay was about 20 to 40.

Most of the cases were ADS and other cases can also be seen in Mental Health Hospital, Mandalay. In psychiatric unit, Htone Bo - MyitNgestreet, Amarapura township (Mental Health Hospital, Mandalay now), the number of patients was about 50 in 2008. Male patients were more than female patients. In 2016, the number of patients had increased from 80 to 130. The ratio of mental pure cases and alcohol cases was 40:70. Admitted cases were alcohol use disorder, schizophrenia, bipolar disorder and major depression, substance induced psychosis and anxiety disorders. Therefore, increasing number of mental illness patient in Mental Health Hospital, Mandalay can be seen in nowadays.

Since it was impossible to place all the cases in the same room, patients were placed in appropriate places depending on their cases. From 1974 to 1993, there were 12 rooms, one room for nurses, one room for psychiatrist, one room for the assistant surgeon and 9 rooms for patients in psychiatric unit, MGH (Appendix-19, Figure-21, 22, Appendix-21 (a), Figure-25, 26 and Appendix-21 (b), Figure-27, 28). Patients were placed at the corridor and the seriously depressive patients and manic patients were not placed together. Women patients' rooms and men patients' rooms were separated by the wire netting. The patients were placed under supervision of nurses in psychiatric unit. Therefore, the patients in psychiatric unit, MGH were safe during admission.

### **Recommendations**

By reviewing the past mental health nursing education and services, strength and weakness of the previous history can be known and supported to be better in the future. Concerning with mental health nursing education for Diploma in Nursing in Nursing Training School, Mandalay, Mental Health Nursing Subject became a major subject of Diploma in Nursing. However, the students of Nursing Training School, Mandalay had not taken practical exam about Mental

Health Nursing Subject. Therefore, the students of Nursing Training School, Mandalay should be assessed by the practical exam with mentally ill patients to get mental health care practical skills.

In regard to developing Mental Health Nursing Department in University of Nursing, Mandalay, to get adequate students' theory and practical skills about Mental Health Nursing Subject, the appropriate ratio of students and teaching staffs should be assigned in Mental Health Nursing Department, University of Nursing, Mandalay. Moreover, departmental setting should be extended to enough space for teaching staffs and the candidates of Diploma in Specialty Nursing (Mental Health) and M.N.Sc (Mental Health Nursing).

Bachelor nursing students will need to be competent in evidence-based practice and critical thinking for mental health nursing theory and practical skills. Diploma in Specialty Nursing (Mental Health) Course and Master of Nursing Science (Mental Health Nursing) Course should be continued. It is needed to supervise closely and provide clinical teaching by teaching staffs from Mental Health Nursing Department, Mandalay in collaboration with clinical staffs from Mental Health Hospital, Mandalay to improve clinical skills. Advanced mental health nursing education programme such as doctoral programme for mental health nursing subject should be established in future.

Nurses require post basic mental health nursing education and training in specialist areas for working in Mental Health Hospital, Mandalay, in particular: risk assessment, management of violence and aggression, psychosocial interventions and skills to work with some of the most challenging clients when they are acutely unwell. To qualify as a mental health nurse, nurses from Mental Health Hospital, Mandalay need to be specialized in mental health and attend Diploma in Specialty Nursing (Mental Health). To get advanced knowledge and practical skills about mental health nursing, graduate nurses should attend Master of Nursing Science (Mental Health Nursing) Course. The respective authorized persons need to encourage nurses from Mental Health Hospital, Mandalay to attend this course.

Organizational structures are a particularly important aspect to consider the workforce of mental health care setting. The organizational set up of Mental Health Hospital, Mandalay should be extended because of increasing number of mental illness patients year by year. Supportive programmes need to be available for improving the patients' outcomes. Nursing documentation is a vital component of safe, ethical and effective nursing practice. Therefore, the critical and necessary data and information about admitted patients should be documented systematically.

Concerning with continuing nursing education for staff development, continuing nursing education should be taken to improve update knowledge, practical skills, nurses' competence and confidence. Mental health care team involves psychiatrists, mental health nurses, social worker, occupational therapists, clinical psychologists and pharmacists. Interprofessional collaboration activities are needed to improve patients' outcomes. Professional development process related to teamwork is more likely to promote desired outcome which increase patient and staff satisfaction. Therefore, mental health care should be provided with teamwork approach in Mental Health Hospital, Mandalay.

Mental health services have been focused in tertiary-care hospitals in Mandalay. Large segments of the population in the community have been deprived of mental health services. This is despite the fact that mental illness cases are common in these communities. Policy makers need to implement the development of community mental health as a primary mental health care which has reflected a need for earlier detection of mental problems, better management of chronic mental illness in the community.

The history of mental health nursing services in Drug Treatment Hospital, Mandalay has not been included in this study. Therefore, further historical studies regarding history of mental health nursing services in Drug Treatment Hospital, Mandalay and history of mental health nursing education and services in Mandalay after 2016 should be conducted in future.

## CONCLUSION

This paper presented the key findings of history of mental health nursing education and services in Mandalay that had focused on the participants' experiences and relevant documents and photos. This review indicated that there was also a need for attention to be placed on broader mental health nursing education and on the training needs of staffs in Mental Health Hospital, Mandalay.

Teaching staffs need to collaborate with clinical staff nurses for sharing their clinical experiences and teaching experiences in each other to become a qualified mental health nurse. Collaboration of academic and practicing mental health nurses would be an essential and invaluable contribution to highlighting the importance of mental health nursing. Mental health nursing education and mental health nursing services of previous era in Mandalay can be seen that is characterized by intense changes in the care, which have significantly influenced the formation of professionals.

In this study, mental health nursing education concerning Nursing Training School, Mandalay and Mental Health Nursing Department, University of Nursing, Mandalay were documented systematically by collecting and reviewing data. Moreover, mental health nursing services including three eras such as, psychiatric unit, MGH era, psychiatric unit, 35<sup>th</sup> street, Mandalay era and psychiatric unit, Htone Bo - MyitNge street, Amarapura township (now Mental Health Hospital, Mandalay) era were explored by the participants' experiences and documents and records.

## REFERENCES

American Nurses' Association (1982) *Standards of psychiatric and mental health nursing practice*. [pdf]. Available from: <http://www.ispn-psych.org/docs/standards/scope-standards-draft.pdf> [Accessed 22th August 2017].

American Psychiatric Nurses Association (2014) *Psychiatric-Mental Health Nursing*. [pdf]. Available from: [www.nursesbooks.org/.../Psychiatric-Mental-Health-Nursing-2nd.pdf](http://www.nursesbooks.org/.../Psychiatric-Mental-Health-Nursing-2nd.pdf) [Accessed 24th August 2017].



American Psychiatric Nursing Association (2017) *Psychiatric-Mental Health Nurses*. [online]. Available from: <https://www.apna.org/i4a/pages/index.cfm?pageid=3292> [Accessed 22th August 2017].

Beck, J. (2011) *Nursing care in ECT*. [online]. Available from: <http://nursingplanet.com/pn/nursing-care-ECT.html> [Accessed 18th August 2018].

Berg, B.L. (2001) *Qualitative Research Methods for the Social Sciences*, 4th ed. Boston: Pearson Education.

Creswell, J.W. (2014) *Research Design International Student Edition Qualitative, Quantitative, and Mixed Methods Approaches*. 4th ed. London: SAGE Publications, Inc.

Danish Health Technology Assessment (2009) *Patient Education*. [pdf]. Available from: <http://www.sundhedsstyrelsen.dk/.../017B1A2...> [Accessed 18th August 2018].

Delaney, K.R. (2011) Psychiatric mental health nursing: why 2011 brings a pivotal moment. *Journal of Nursing Education and Practice*. **1**, p.42.

Firouzkouhi, M. and Boroujeni, A.Z. (2015) Data analysis in oral history: A new approach in historical research. *Iranian Journal of Nursing and Midwifery Research*. **20**(2), p.162.

Grove, S.K., Burns, N. and Gray, J.R. (2013) *The Practice of Nursing Research: Appraisal, Synthesis, and Generation of Evidence*. 7th ed. Louis: Elsevier Saunders Company.

Htay-Htay-Hlaing (2004) *Evolution of Nursing Education in Myanmar 1921- 1991: A Historical Perspective*. M.N.Sc. Dissertation. Yangon: University of Nursing.

Khin-Maung-Zaw (1997) Psychiatric Services in Myanmar: A Historical Perspective. *Psychiatric Bulletin*. **21**(8), pp.506-509.

Lees, L. (2013) *The Nurse's Role in Hospital Ward Rounds*. [pdf]. Available from: <https://www.ncbi.nlm.nih.gov/.../2...> [Accessed 17th August 2018].

Naw-Clara (2007) *Nursing Education from 1991 to 2001: A Qualitative Historical Research*. M.N.Sc. Dissertation. Yangon: University of Nursing.

Nesnera, A.D. and Allen, D.E. (2016) Expanding the Role of Psychiatric Mental Health Nurse Practitioners in a State Psychiatric System: The New Hampshire Experience. *STATE MENTAL HEALTH POLICY*. **67**(5), pp.482-483.

Polit, D.F. and Beck, C.T. (2012) *Nursing Research: Generating and Assessing Evidence for Nursing Practice*. 9th ed. Philadelphia: Lippincott Williams and Wilkins.

Ramasubramaniam, S. and Angeline, G. (2015) Curriculum Development in Nursing Education. Where is The Pathway? *Journal of Nursing and Health Science*. **4**(5), pp. 76-81.

Rathnayaka, M.K.T. (2012) *A Roster System for Nurses*. [pdf]. Available from: <http://www.dr.lib.sjp.ac.lk/.../A%20Roster%20...> [Accessed 17th August 2018].

Thet-Hnin-Htet (2016) *Mental Health Nursing Education and Services in Myanmar: Historical Perspective*. M.N.Sc Dissertation, Yangon: University of Nursing.

University of Nursing, Mandalay (2014) *Handbook of University of Nursing, Mandalay*. Mandalay: University of Nursing, Mandalay.

Wallis, S. (2010) *How is nursing handover talked about in the literature?* [pdf]. Available from: <http://researcharchive.wintec.ac.nz/.../HL...> [Accessed 16th August 2018].

Wang, N., Hailey, D. and Yu, P. (2011) *Quality of nursing documentation*. [pdf]. Available from: [https://www.researchgate.net/publication/51019425\\_Quality\\_of\\_nursing\\_documentation\\_and\\_approaches\\_to\\_its\\_evaluation\\_A\\_mixed-method\\_systematic\\_review](https://www.researchgate.net/publication/51019425_Quality_of_nursing_documentation_and_approaches_to_its_evaluation_A_mixed-method_systematic_review) [Accessed 17th August 2018].

World Health Organization (2005) *Human Resources and Training in Mental Health*. [pdf]. Available from: [www.who.int/mental\\_health/policy/Training\\_in\\_Mental\\_Health.pdf](http://www.who.int/mental_health/policy/Training_in_Mental_Health.pdf) [Accessed 14th August 2018].

World Health Organization (2007) *Atlas Mental Health Nurses in 2007*. [online]. available from: [http://www.who.int/mental\\_health/evidence/nursing\\_atlas\\_2007.pdf](http://www.who.int/mental_health/evidence/nursing_atlas_2007.pdf) [Accessed 30th September 2017].

World Health Organization Europe (2003) *WHO Europe Mental Health Nursing Curriculum*. [pdf]. Available from: <https://www.apps.who.int/iris/.../1/e81555.pdf> - [Accessed 3rd August 2018].