Validation of educational material for nursing care of people with anxiety

Validação de material educativo sobre o processo de cuidar de pessoas com ansiedade pela Enfermagem

Validación de material educativo sobre el proceso de cuidado de personas con ansiedad por parte del personal de Enfermería

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Abstract:
Objective: to develop and validate the content of educational material applicable to teaching the nursing care process for individuals suffering from anxiety in Primary Health Care. **Methods:** this methodological study based the material on scientific publications focused on nursing care for anxiety. Content validity was assessed by ten mental health nursing faculty members, selected probabilistically from the Lattes Platform. The Educational Content Validation Instrument in Health was used, with a minimum agreement rate of 90%. **Results:** initially, 23 slides were developed, with 76% agreement regarding the material's objectives, 91% agreement regarding structure, and 87% agreement regarding relevance. The slides were redesigned based on the experts' suggestions, and in the second round, 100% agreement was achieved. **Conclusion:** the educational material, with 30 slides, was created and presents evidence of content validity to be used in teaching the nursing care process for people suffering from anxiety in Primary Health Care.
Keywords: Mental Health; Psychiatric Nursing; Anxiety; Teaching.

Resumo:
Objetivo: construir e validar o conteúdo de um material educativo aplicável no ensino do processo de cuidar da Enfermagem diante de pessoas em sofrimento por ansiedade na Atenção Primária à Saúde. **Método:** estudo metodológico, em que o material elaborado se fundamentou em publicações científicas, centradas no cuidado de enfermagem diante dos quadros de ansiedade. A avaliação da validade de conteúdo foi realizada por dez docentes da área de enfermagem em saúde mental, selecionados de maneira probabilística, a partir da Plataforma Lattes. Foi utilizado o Instrumento de Validação de Conteúdo Educativo em Saúde, cuja porcentagem de concordância mínima estabelecida foi de 90%. **Resultados:** foram elaborados, inicialmente, 23 *slides* que obtiveram 76% de concordância em relação aos objetivos do material, 91% em relação à estrutura e 87% em relação à relevância. Os *slides* foram reformulados a partir das sugestões fornecidas pelos especialistas e na segunda rodada, foi alcançada uma concordância de 100%. **Conclusão:** o material educativo, com 30 slides, foi construído e apresentou evidências de validade de conteúdo para ser utilizado no ensino do processo de cuidar da Enfermagem diante de pessoas em sofrimento por ansiedade na Atenção Primária à Saúde.
Palavras-chave: Saúde Mental; Enfermagem Psiquiátrica; Ansiedade; Ensino.

Resumen:
Objetivo: elaborar y validar el contenido de un material educativo aplicable a la enseñanza del proceso de cuidados de enfermería a personas que sufren ansiedad en la Atención Primaria de Salud. **Método**: estudio metodológico, en el que el material elaborado se basó en publicaciones científicas centradas en los cuidados de enfermería ante cuadros de ansiedad. La evaluación de la validez del contenido fue realizada por diez profesores del área de enfermería en salud mental, seleccionados de manera probabilística a partir de la Plataforma Lattes. Se utilizó el Instrumento de Validación de Contenido Educativo en Salud, cuyo porcentaje mínimo de concordancia establecido fue del 90%. **Resultados**: inicialmente se elaboraron 23 diapositivas que obtuvieron un 76% de concordancia en relación con los objetivos del material, un 91% en relación con la estructura y un 87% en relación con la relevancia. Las diapositivas se reformularon a partir de las sugerencias proporcionadas por los especialistas y, en la segunda ronda, se alcanzó una concordancia del 100%. **Conclusión**: se elaboró el material educativo, con 30 diapositivas, que presentó pruebas de validez de contenido para su uso en la enseñanza del proceso de cuidados de enfermería a personas que sufren ansiedad en la atención primaria de salud.
Palabras-clave: Salud Mental; Enfermería Psiquiátrica; Ansiedad; Enseñanza.

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INTRODUCTION

Primary Health Care (PHC) adheres to the principles of decentralization and comprehensiveness, and to this end, it must promote access to health services, making it a focal point for strategic and coordinated care[1].

To ensure resolution, PHC must welcome users from the first contact and implement a set of actions aimed at promoting health, preventing complications, and restoring health and well-being[2] based on the fundamental axes of care: individual, family, and community[3]. This characterization of PHC makes it essential to ensuring universal coverage and the sustainability of health systems, and therefore has emerged as an effective strategy for addressing current health challenges[4].

In turn, the inclusion of mental health care in PHC can expand the provision of comprehensive care, considering that relational technologies and the creation of expanded and shared clinics are valued at this level of care[5-6].

The inclusion of mental health in PHC remains a challenge, despite the advances resulting from the Psychiatric Reform[1,7]. This can be seen in the creation of the Psychosocial Care Network (*Redes de Atenção Psicossocial - RAPS*), which includes this level of health care among its components[8].

The RAPS are humanizing by considering the multiple factors that cause psychological distress: social, economic, and personal, so that the illness is addressed beyond the user's experiences.

One of the proposals is that professionals working in PHC identify and welcome people with mental distress through qualified and sensitive listening, which enables the planning of individualized care. In more complex cases, sharing with other specialized services within the RAPS should be agreed upon[9-10].

The use of qualified and sensitive listening originates from a lightweight technology that allows for more personal contact, reception, and care management in PHC. The listening process strengthens the creation of bonds, which is also an important aspect of lightweight technology, as these tools support and encourage the individual's affinity and autonomy in the therapeutic process [11].

This care resource should be valued and widely used in mental health care to identify the person's true needs. This research emphasizes care to be provided by nurses in primary care for people with anxiety disorders, a condition that leads the ranking of mental health problems treated in basic health units[12].

It is noteworthy that a study on mental health research associated with the COVID-19

pandemic, which addressed different populations, showed that a 44.7% prevalence of anxiety[13]. Currently, numerous emotional and social challenges caused by the pandemic can make one susceptible to mental distress caused by anxiety.

Given the above, it is necessary to qualify educational materials to promote the preparation of nursing professionals for a reality in which listening and developing responses to patients are consistent with their needs, allowing for the provision of mental health care in a community setting[14], as well as the respect, attention, and support[15] necessary for the effective implementation of mental health in PHC.

Therefore, this study aims to develop and validate the content of an educational material applicable to teaching the process of caring for Nursing in the face of people suffering from anxiety in PHC.

METHODS

This is a methodological study focused on collecting and organizing data, aiming to develop, evaluate, and validate tools or techniques for scientific studies[16].

The educational material was developed in February and March 2024 and presented in slides that addressed Nursing Care for People with Anxiety in Primary Care. It was based on content produced that addresses mental health care in Primary Health Care (Pupo *et al.*, 2020)[17] and nursing care for people with mental distress due to anxiety (Rollim *et al.*, 2017)[18].

To validate the material's content, the inclusion of six to twenty experts is recommended[19]. Participants were selected in July 2024 through the Lattes® Platform of the Brazilian National Council for Scientific and Technological Development. The "advanced search" method was used, with the following descriptors: "*Enfermagem Psiquiatrica*" (Psychiatric Nursing), "*Enfermagem em Saúde Mental*" (Mental Health Nursing), and "*Atenção Primária à Saúde*" (Primary Health Care). The following filters were also applied: doctorate graduates, Brazilians, and those who had updated their Lattes resumes in the last 12 months. After receiving the resumes, the evaluators were probabilistically selected, and contact was made via the email addresses identified in their resumes or in articles they had published.

The Educational Content Validation Instrument in Health (*Instrumento de Validação de de Conteúdo Educativo em Saúde* - IVCES)[19] was used to validate the educational material. The IVCES aims to validate the content of health education materials. It consists of three domains and eighteen questions, which measure the degree of agreement regarding the objective (purposes, goals, or objectives), structure/presentation (organization, structure, strategy, coherence, and sufficiency), and relevance (significance, impact, motivation, and interest).

These are scored on a Likert-type scale, with scores ranging from zero to two points, where 0 means disagree; 1 means partially agree; and 2 means completely agree[19].

To assess content validity and quantify it among experts at each stage of the validation process, a minimum inter-observer agreement percentage of 90% was used[20].

$$Agreement = \frac{Number\ of\ participants\ that\ agree}{Total\ number\ of\ participants}\ x\ 100$$

The study was approved by the Research Ethics Committee of the Universidade Estadual de Campinas (CAAE: 77912124.0.1001.5404).

RESULTS

Initially, 23 slides were created, titled "Nursing Care for Anxiety Disorders in Primary Health Care," which addressed: the role of PHC in mental health; management of severe and persistent cases; contextualization of anxiety disorders (etiology and manifestations); panic disorder and its characteristics; management of anxiety/panic attacks; team care; key points for care (initial assessment and the role of nursing); symptom recognition; conclusions and references used to develop the material.

The sample consisted of 10 faculty members, out of the 15 contacted: eight (80%) were female; with an average age of 48.23 years; nine (90%) were formally employed at the institution, with an average length of employment of 20 years.

In the first round of evaluation conducted by the experts, an overall agreement rate of 84.6% was found. Regarding the resource's objectives, the agreement rate was 76.0%. For the questions "*Does it address the proposed topic?*", "*Is it appropriate for the teaching-learning process?*", and "*Does it encourage behavior change?*", the agreement rates were 70.0%, 70.0%, and 60.0%, respectively.

Regarding the resource's structure/presentation, the agreement rate was 91.0%, with the lowest rate being obtained for the question "*Is the information correct?*", with an agreement rate of 70.0%.

The last item evaluated concerned the resource's relevance, with an agreement rate of 86.7%. For the item "*Does it encourage learning?*", the agreement rate was 80%.

Therefore, the experts identified the need for 15 changes to the resource's objectives and structure/presentation, including: the need to include information on the type and dosage of medications that can be used in treatment; the possible side effects of these medications; detailing some information contained in the slides – avoidance behaviors, qualified listening,

and therapeutic relationships; and the inclusion of more current references. Considering the need to improve the material, all recommendations were accepted, and a second version was prepared, which was submitted to a new round of evaluations, conducted by five of the experts who participated in the first round. In this round, the agreement rate was 100%.

In this second version, the educational material was titled "Nursing Care for People Suffering from Anxiety in Primary Health Care" and consisted of 30 slides, with content defined as follows: objectives; contextualizing PHC; PHC objectives; the role of the nurse in PHC; PHC in mental health; management of severe and persistent cases; contextualizing anxiety disorders (etiology, manifestations, epidemiological data, and pathologization of fear); addressing panic disorder (manifestations, treatment; the nurse's role in the initial assessment; team care and important points for care); management of anxiety/panic attacks (initial assessment of panic attacks; calming techniques; care for the person in an anxious state - recognizing psychosocial singularities); conclusion with a video of the song Breathe Me (link: https://www.youtube.com/watch?v=ghPcYqn0p4Y); comments/questions and references used to prepare the material.

DISCUSSION

The final version of the educational material achieved a percentage higher than the established minimum value (20). Mitigating potential difficulties in understanding the material by the target audience is essential to ensuring higher quality educational productions[21]. Considering the need to produce material that seeks to raise awareness and foster the development of knowledge and practices for nursing care for people with anxiety in the PHC context, a group of experts with experience in Mental Health Nursing and teaching experience was sought.

Searching for qualified and experienced professionals for content validation represents an important resource for expanding discussions on the topic, based on the multiple suggestions arising from the analysis of the produced material[22].

In the first round, the experts identified the need for 15 changes to the material. After the researchers evaluated the agreement percentage and the experts' suggestions, these comments were accepted, and the material was restructured. These adjustments are crucial to ensuring the rigor recommended in the validation process[23].

The increase in the number of slides (from 23 to 30) allowed for the inclusion of important information, such as contextualization of mental health and nursing in PHC; differentiation between anxiety distress and anxiety disorder; and in-depth analysis of care

practices for people experiencing these conditions. Furthermore, to foster engagement, reflection, and awareness among the target audience, the following were included: basic concepts involving mental health care (therapeutic listening and therapeutic relationships); a video of a song that illustrates anxiety; and updated references.

The implementation of this study's results corroborates other studies that, after validating an educational technology applicable to PHC, hope the material will help improve patient care[24].

This entire educational framework seeks to support nursing training in mental health care within PHC, focusing on anxiety as a highly frequent condition at this level of health care. Freire's pedagogy[25] was considered, seeking a critical approach to education and thus fostering potential transformations in nursing students' conceptions of mental health care in PHC, with an emphasis on the process of caring for people with mental distress due to anxiety.

A limitation of this study is the fact that the material was not pre-tested with the target audience, as well as the development of a material focused solely on the topic of anxiety. Given the above, research involving testing the produced material is planned, and the development and validation of educational materials addressing other mental health conditions are potential future research possibilities.

Nevertheless, this research may assist faculty in structuring educational materials for nursing training focused on mental health care in PHC, which can improve general nursing education and contribute to the advancement of nursing as a caring science.

CONCLUSION

This study described the process of developing and validating the content of an educational material applicable to teaching nursing care to people experiencing anxiety in primary care settings.

Based on the methodology used, an educational material was developed, presented in slides, validated by experts, and, after testing, can be used pedagogically for teaching mental health nursing.

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