

DO CONCEITO À REALIDADE: A SAÚDE MENTAL DOS CONCLUINTE DE PEDAGOGIA

DEL CONCEPTO A LA REALIDAD: LA SALUD MENTAL DE LOS CONCLUINTE DE PEDAGOGÍA

FROM CONCEPT TO REALITY: HEALTH MENTAL OF PEDAGOGY GRADUATES

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RESUMO: As cobranças exigidas aos acadêmicos concluintes de um curso requerem esforços psicológicos, emocionais e estruturais, além do habitual e por essa razão, os impactos na saúde mental destes, é a temática central deste texto tendo como objetivo compreender as percepções de concluintes do Curso de Pedagogia sobre sua Saúde Mental, no período de finalização do curso. A metodologia utilizada foi de abordagem qualitativa do tipo descritiva e exploratória, tendo como participantes os acadêmicos do 9º semestre do curso de Pedagogia da Universidade Estadual Vale do Acaraú (UVA), localizada em Sobral-CE, do turno da noite tendo o questionário como protocolo de pesquisa para a coleta de dados. Os dados foram analisados à luz dos autores que tratam da Saúde Mental como Fonaprace (2016). Foi perceptível a dificuldade do estudante em lidar com as emoções na finalização do curso, de forma a interferir em sua saúde mental. Considera-se, por fim, que o acadêmico vive crises em sua Saúde Mental na finalização de sua primeira etapa acadêmica, não tendo, por diversas vezes, o conhecimento desse processo.

PALAVRAS-CHAVE: Saúde mental. Estudante concluinte. Sentimentos.

RESUMEN: *las colecciones requeridas para los estudiantes que se gradúan de un curso requieren esfuerzos psicológicos, emocionales y estructurales, además de lo habitual y por esta razón, los impactos sobre la salud mental de estos, es el tema central de este texto con el objetivo de entender Las percepciones de los graduados del curso de pedagogía sobre su salud mental en el período de finalización del curso. La metodología utilizada fue un enfoque cualitativo descriptivo y exploratorio, teniendo como participantes a los estudiantes del 9º*

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semestre del curso pedagógica de la Universidad Estatal Vale do Acaraú (UVA), situado en Sobral-CE, el turno de noche teniendo la Cuestionario como un protocolo de investigación para la recopilación de datos. Los datos fueron analizados a la luz de los autores que se ocupan de la salud mental como Fonaprace (2016). Se percibió las dificultades del estudiante para lidiar con las emociones en la terminación del curso con el fin de interferir en su salud mental. Finalmente, se considera que el erudito experimenta crisis en su salud mental en la finalización de su primera etapa académica, no teniendo, por varias veces, el conocimiento de este proceso.

PALABRAS CLAVE: *Salud mental. Estudiante completado. Sentimientos.*

ABSTRACT: *The collections required for the graduates of a course require psychological, emotional and structural efforts beyond the usual and for this reason the impacts on mental health of these are the central theme of this text aiming to understand the Perceptions of graduates of the pedagogy course on their Mental health in the period of completion of the course. It is important to highlight in the literature the concepts of WHO (2001) as well as the studies already developed by Claudino and Cordeiro (2006). The methodology used was a qualitative, descriptive and exploratory approach having as participants the students of the 9th semester of the pedagogy course of the State University Vale do Acaraú (UVA), located in Sobral-CE, the night shift having the Questionnaire as a research protocol for data collection. The data were analyzed in light of the authors who deal with Mental Health as Fonaprace (2016). It was perceived the difficulties of the student in dealing with emotions in the completion of the course in order to interfere in their mental health. Finally, it is considered that the scholar experiences crises in his Mental health in the completion of his first academic stage, not having, for several times, the knowledge of this process*

KEY WORDS: *Mental health. Graduate. Feelings.*

Introduction

The study of Mental Health has gained a lot of prominence and the discussion of the subject has not been limited only to the researchers. The mass media have treated the subject with considerable prominence due to the importance of debating in the current society that every day has shown a great emotional fragility.

According to the World Health Organization (OMS, Portuguese initials), in its 'Report on mental health in the world 2001 - Mental health: new conception, new hope', the number of people suffering from mental, neurobiological or psychosocial disorders exceeds 400 million. In Brazil, 12% of the population, or 23 million Brazilians, need some kind of mental health care (OMS, 2001; BRASIL, 2010).

The numbers are impressive and demonstrate that mental health in Brazil and in the world must be treated with more attention by the health agencies, as it not only harms the patient

itself, but everyone who is involved in the recovery process and the society in general, which is often the cause of mental illness.

In this context, it becomes necessary to understand two important concepts. The first is health, defined by OMS (1946) as "a state of complete physical, mental and social well-being, not only the absence of disease or infirmity". The second is that of mental health which, according to the UN (2016), "[is] a state of well-being in which an individual realizes his own abilities, can deal with the normal stresses of life, can work productively and is able to make contributions to their community".

The last period of the university course of Pedagogy is a mixture of emotions, because for the student it is the moment to celebrate because he is completing an important phase of his life, because he feels already qualified to act as a pedagogue among other reasons. However there are other points to be considered in this period and that may be influencers of mental illness of these students.

The requirements for the end of the course, such as the Completion of Course Work (TCC), the hours of complementary activities, the hours of optional subjects to complete, the sadness of the separation of the friends that were seen every day during the graduation period, besides the uncertainty of insertion in the labor market, demand from the student an emotional and psychological control.

The estimate is that from every 3 (three) college students 1 (one) have some type of mental illness. The most common of these diseases are anxiety disorders, depression, sleep and eating disorders, panic syndrome, stress, as well as somatization of clinical diseases such as gastritis, among others (CLAUDINO; CORDEIRO, 2006).

In the last periods students are more demanded than usual, because in addition to the final works there is pressure from society and the family to get a job soon. Fear of unemployment is a factor that can cause various disorders, especially anxiety.

These important changes, pressures, demands on personal and professional achievements, and subsequent collections of difficult decisions, and the academic trajectory itself, require a great deal of effort to adapt to the physical, mental, and even behavioral needs (ALMEIDA, 2014).

Starting from the supposed hypothesis that the imbalance of these emotions may be the key point for the emergence of mental illnesses such as anxiety, depression, eating and sleep disorders, phobias among others, the restlessness was generated for research that is: How is the mental health of the graduating students of the Pedagogy course and how do they deal with the emotions generated in the last period?

In the face of these situations, the study becomes of fundamental relevance so that it is possible to understand why the university student becomes susceptible to mental illnesses, making possible to take measures that help the students in this process of mental sickening.

The aim of this study is to understand the perceptions of graduates of the Pedagogy Course on their Mental Health in the period of completion of the course.

Methodology

For this study a qualitative, descriptive and exploratory research was undertaken during the months of November 2018 to April 2019. This method differs from the quantitative one in that it does not use a statistical instrument as the basis for the analysis of a problem, not intending to measure or give number to categories (SAMPIERI; COLLADO; LUCIO, 2013).

The geographic space was the city of Sobral, located in the northern region of the state of Ceará, distant 250 km from Fortaleza, the state capital. Sobral stands out in several aspects, among them the education and the economy, and counts on a population of more than 200 thousand inhabitants. Sobral is also known for being a university city and considered the largest university center in the interior of Ceará, attracting students from various cities in the Northern region of the state and other more distant cities. The research took place during the month of February of 2019 taking as a "locus" the State University Vale do Acaraú - UVA.

The *locus* of the research was the Pedagogy course of the Vale do Acaraú State University, which is located on the Betânia Campus, in a block called Complementary Discipline Nucleus (NDC). In this block, which was won after much struggle, only the course of Pedagogy works, but there are still many achievements to be fulfilled, such as obtaining a room for the ninth period.

The participants of the research were the scholars of the 9th semester of the Pedagogy course of the night shift of the State University Vale do Acaraú located in the city of Sobral - Ceará. The inclusion criterion was to attend the ninth period and to be enrolled in the discipline of Completion of Course Work. The exclusion criterion was in relation to the students who are only attending the subjects of the ninth period and those of the morning shift.

For data collection, the questionnaire developed by the researcher was used as research protocol with questions related to their experiences, livings, emotions and sensations experienced in the last period of the course. The first questions deal with the sociodemographic

aspects of the participants (such as age, marital status, city in which they reside, time of travel to university).

The data collection was done in person with the target audience of the study during the Course Conclusion Work discipline. The teacher was informed about the research that was intended to be done with the students and allowed the application of the questionnaire. The researcher was briefly introduced to the students and commented on the content of the questionnaire. Soon after the presentation the students were free to participate in the study.

After collecting the data, they were duly treated, reviewed, evaluated and analyzed using Minayo's Thematic Categorical Analysis reflecting thematically. For Minayo (2009) the thematic analysis seeks to give meaning to what is communicated in the way it becomes frequent. The participants will be called acronyms ACAD 01, ACAD 02, ACAD 03 in ascending order, respecting the ethical principles of preservation of identity present in Resolution 510/2016 (BRASIL, 2016).

Results and discussion

The results presented refer to the 42 university students who composed the study sample, which represents 95% of the total number of students enrolled in the discipline of Completion of Course Work of Pedagogy of the night shift of the UVA, who answered the questionnaire that seeks to understand their perceptions and meanings of the experience of the course's last semester from their answers to the instrument of data collection. It is worth noting that two (2) academics present in the application of the instrument refused to respond, which is equivalent to 5% of the total enrolled in the discipline.

Participants have a different age group, of which 28 (19%) are under the age of 25, 13 (30%) are between 25 and 35 years old and only 1 (5%) is between 36 and 45 years old. As expected in the courses of Pedagogy, the female presence is much greater than that of men. Of the total number of participants, there were only 04 (9%) males and 38 (91%) females.

As most of the students are from outside the host city of the university, Sobral, being these cities Massapê, Reriutaba, Forquilha, Ibiapaba, Tianguá among others, the time of trip home-college varies greatly, up to 3 hours of travel. In the surveyed population 76% of these cities are cited. Regarding the marital status of the participants 31 (73%) are unmarried, of which 4 (9%) have children. Of the 11 (26%) married, only 04 (10%) had children.

When it comes to the mental health of college students, one factor that can influence their illness process is the time spent studying and working. Thirty-two of the participants work representing 76% of the total. It is noteworthy that of this total, eleven are teachers. The workload is between 4 and 12 hours of work per day. Regarding the studies, 100% of the interviewees are dedicated to the studies, some of which devote more than four hours to the activity without rest interval. Seven participants did not specify the time spent.

As a constant questioning in the protocol, we sought to know which mental health concept the university students have. Students see mental health as controlling emotions, that is, being well psychologically. One highlight is that many cite physical health by relating it to the mind. In short, according to the interviewees is the psychological well-being, the ability to deal with the emotions and challenges of life as told by the participants below:

Mental health is linked to both brain and physical fatigue. It is a somatization of factors. (ACAD 08)

Problems with emotions. (ACAD 11)

Being psychologically well, having control over your feelings. (ACAD 17)

A well-balanced person who can deal with your feelings if you are in good health. (ACAD 22)

It is the individual to be well with life, be it spiritually, body and mind. Have quality of life. (ACAD 24)

It is the person to be physical and psychological well, to have quality of life. (ACAD 33)⁵

This understanding of the participants is the closest to the contemporary concept of mental health that for Teixeira and Pereira (2013) is the "process resulting from the interaction between the various facets of human existence: psychic, biological, social, cultural and environmental".

Three students cited family, friends, among other factors of social interaction as contributors to good mental health.

Being well with family, friends, helping others as soon as possible. (ACAD07)

⁵ Saúde mental está ligada ao cansaço tanto do cérebro como físico. É uma somatização de fatores. (ACAD 08)

Problemas em relação as emoções. (ACAD 11)

Estar psicologicamente bem, ter controle sobre seus sentimentos. (ACAD 17)

Uma pessoa bem equilibrada que saiba lidar com seus sentimentos, isso se tiver uma boa saúde. (ACAD 22)

É o indivíduo estar de bem com a vida, seja espiritualmente, corpo e mente. Ter qualidade de vida. (ACAD 24)

É a pessoa estar de bem física e psicologicamente, ter qualidade de vida. (ACAD 33)

It is to be without problems with the family, at work, in the studies, is without conflicts with the friends and the neighbor. (ACAD40)

To have good mental health is to live well with your family, friends, without stress with those who live with the person. And without anxiety. (ACAD42)⁶

Although the history of mental health points to the family as one of the triggers of the mental illness that motivated the isolation of the patient, the family today is seen as one of the main collaborators in the treatment of those who suffer psychologically. In fact, the family in the context of mental health has a high importance both for mental health problems but also for the care of those suffering from some form of mental illness. The family is a place of intimacy, construction of senses and expression of feelings, where the psychic suffering that the life of all of us puts forth and restores is externalized (ACOSTA; VITALE, 2008).

Another point to highlight is that some scholars point to the standardization of society as providers of mental health:

Have a healthy mind. It is seeking to do things the way society expects. (ACAD14)

Be aware of your physical and mental functions by acting according to good social conduct. (ACAD 19)⁷

To conceptualize mental health as a state of consciousness of good social conduct leads us back to the past, when madness was seen as the deviation from social conduct, and individuals who fled from these behaviors were isolated from society. However, even today, not following the standards imposed by society can be a crucial factor for the emergence of mental illnesses such as anxiety, social phobia and especially depression, which can lead to suicide.

The relation mental health / illness is the expression of the lifestyles and the conditions of a society, coming from a particular process for the person. (ADAMOLI; AZEVEDO, 2009). Matos (2004) reaffirms, in this sense, that "new multifaceted challenges are placed on health / well-being, among which the aspects of social pressure related to lifestyle are highlighted, since people are pressured to "have", to "appear", to hide "feelings".

⁶ Estar de bem com a família, amigos, ajudando o próximo assim sendo possível. (ACAD07)

É estar sem problemas com a família, no trabalho, nos estudos, está sem conflitos com os amigos e o próximo. (ACAD40)

Para se ter uma boa saúde mental é você conviver bem com sua família, amigos, sem estresse com os que convive com a pessoa. E sem ter ansiedade. (ACAD42)

⁷ Ter a mente saudável. É procurar fazer as coisas da maneira que a sociedade espera. (ACAD14)

Estar ciente de suas funções físicas e mentais agindo de acordo com as boas condutas sociais. (ACAD 19)

Whirlwind of sensations

The last period of a university course is a unique moment in the life of the student, because it is the realization of a dream, but the emotions and feelings can generate confusion in the head of the student, because the approach of the end of graduation increases the responsibilities. Emotions and feelings are of fundamental importance both in a social, biological and psychological perspective (VAZ SERRA, 1999). When analyzing the speeches of the participants of the research, we can see that feelings of pressure and relief often appear in the same period.

Fears, afflictions, anguish, happiness. (ACAD 03)

Feelings of completion, relief. (ACAD10)

Pressure and at the same time relief from being close to complete. (ACAD21)

First, happiness for being formed, concern for not having completed the TCC (Completion of Course Work) still and longing for the class and friends that I conquered. (ACAD22)

It is a stressful time due to the completion of the course, but it is a time of growth and learning. (ACAD24)

Weary; overloaded. But happy to be running out. (ACAD36)⁸

In the speeches of the participants we can perceive that the term of the course covers positive and negative feelings from the university and also self-demands, and this range of feelings can generate high rates of psychic suffering among university students. University students have been pointed out in several surveys as a population with worrying rates of complaints of psychic suffering and high incidence of mental disorders (FONAPRACE, 2016).

In this context it is important to indicate that the students of the last period need to be (re) educated emotionally, since the control of their emotions is a potential promoter and health intervener, since the lack of control of the emotions can be a great influencer of the processes of mental sickening. In this way, it is necessary to understand that affections, emotions and personal relationships directly influence a healthy life.

⁸ Medos, aflições, angústia, felicidade. (ACAD 03)

Sentimentos de conclusão, alívio. (ACAD10)

Pressão e ao mesmo tempo alívio por estar próximo de concluir. (ACAD21)

Primeiro, felicidade por estar se formando, preocupação por não ter concluído o TCC ainda e saudade da turma e amigos que conquistei. (ACAD22)

É um momento de estresse devido a elaboração do trabalho de conclusão do curso, porém, é uma época de crescimento e aprendizado. (ACAD24)

Cansada; sobrecarregada. Porém feliz por estar acabando. (ACAD36)

Although six respondents said that the last period is a mix of emotions, most cited only negative thoughts that go through moments of pressure, despair, anguish, fear, sadness and suffering. We can emphasize the speeches of the university students as follow:

The pressure generated during this period results in a sense of despair, fueled by negative feelings and even impotence. (ACAD04)

Anxiety, pressure to enter the job market, fear, despair, inadequacy and sadness. (ACAD07)

Anxiety, feeling of being trapped in a dead end, tiredness. (ACAD13)

I feel suffocated, worn out, self-charging all the time, and I feel weak. (ACAD17)

Anxiety, anxiety, sleep, feeling of incapability, bad sensations. (ACAD29)

Fear, tension, anguish, suffering. (ACAD33)⁹

The speeches of the university students are very clear in relation to the suffering that the graduates of the course of Pedagogy pass. Negative feelings about yourself and your performance and the fear of not completing are factors that will influence your academic performance. These negative feelings are not only attributed to the charges of the faculty, but also to the strong pressure imposed by the society to the students regarding the entrance to the work market after the conclusion of the course. Failure to complete the Conclusion of Course Work (TCC) is not the only fear of college graduates, as fear of unemployment also frightens academics, affecting their performance in the final stretch. These pressures, demands and challenges are reflected in the mental, psychological and physical health of students.

In a social perspective, emotions play a special role in human motivation, and can influence aspects such as personality, social relations, professional performance, sexual life, career advancement or the way individuals live (VAZ SERRA, 1999, p.14).¹⁰

The students' negative feelings were spontaneously reported in the question "what feelings and sensations were generated in the last period of college?", but the negative feelings

⁹ A pressão gerada nesse período resulta uma sensação de desespero, regada de sentimentos negativos e até mesmo impotência. (ACAD04)

Ansiedade, pressão para entrar no mercado de trabalho, medo, desespero, insuficiência e tristeza. (ACAD07)

Ansiedade, sensação de estar presa em um local sem saída, cansaço. (ACAD13)

Me sinto sufocada, desgastada, me cobro o tempo inteiro, e me sinto fraca. (ACAD17)

Angústia, ansiedade, sono, sensação de incapaz, sensações ruins. (ACAD29)

Medo, tensão, angústia, sofrimento. (ACAD33)

¹⁰ Numa perspectiva social, as emoções desempenham um papel de especial relevo na motivação humana, podendo influenciar aspectos como a personalidade, as relações sociais, o desempenho profissional, a vida sexual, a ascensão numa carreira ou a própria maneira de viver dos indivíduos (VAZ SERRA, 1999, p.14).

were not limited to this question. When asked if there were any situations that brought them feelings of unfairness, more bad thoughts and feelings were exposed. Of the forty-two participants, only two answered that there were no unacceptable situations in the last period and three did not respond.

For students, TCC is still a big challenge. Even before entering university you can hear that the most difficult time of graduation is the last semester for demanding this work. There is already a belief that doing it is a process of great suffering.

Twenty-four study participants cited it as the most unpleasant situation in the last period. The concern with writing, reading, doubting about being able to do, lack of time to devote to production until the deadline are some situations that students pass before they graduate and that generate anxieties, stress, fears and even frustration and the will to give up. In this sense, we can highlight the following responses:

It is not unpleasant, but the insecurity becomes a bit uncomfortable and apprehensive, because it requires something not common everyday, forming a possible fear. (ACAD01)

Performance in TCC! It requires a lot of what I was prepared to face. (ACAD16)

The fact of being informed of the period of the presentations of the TCC, because it is close and still does not conclude, and the time is unfavorable. (ACAD27)

The urge is to give up and send a fuck up loud for everyone to hear. (ACAD30)

Time is running because it affects the quality of TCC. (ACAD36)

Yes. Because I often feel incapable, time has been my biggest problem, because due to work I do not have an exact moment to dedicate myself to my studies. (ACAD37)¹¹

TCC generates these unpleasant sensations by requiring, at the end of the course, skills that may not have been acquired along the course, generating in the academic distrust and

¹¹ Não chega a ser desagradável, mas a insegurança se torna um pouco incomodo e apreensiva, porque é exige algo não comum do cotidiano, formando um possível medo. (ACAD01)

O desempenho no TCC! Exige muito do que eu estava preparada para enfrentar. (ACAD16)

O fato de ser informada do período das apresentações do TCC, porque está próximo e ainda não o conclui, sendo que o tempo é desfavorável. (ACAD27)

A vontade é de desistir e mandar um foda-se bem alto para todo mundo ouvir. (ACAD30)

Tempo corrido, pois afeta a qualidade do TCC. (ACAD36)

Sim. Pois muitas vezes me sinto incapaz, o tempo tem sido o meu maior problema, pois devido ao trabalho não possui um momento exato para dedicar-me aos estudos. (ACAD37)

insecurity in their ability. Self-charging leads the student to a state of anxiety because he knows that TCC has a definite weight on completion.

The teacher-counselor, in this context, is of fundamental importance to help the student to control their emotions. But what we can see in the answers of some of the participants is that the counselor leaves to be desired and ends up being another factor for the stress and the anxiety of the students. Highlighting the responses from the participants:

When doing the TCC, I always feel a lot of anxiety and fear of not doing the job properly or not finishing it on time. In the meetings with the teacher I feel a lot of anxiety. (ACAD09)

Yes, the guidelines, communication with some teachers because they are incomprehensible. (ACAD21)

The meeting with the counselor, I'm always fleeing from her, she is great but I become insecure, I do not feel the need to sleep. (ACAD33)

Develop a part of TCC and counselor to scratch and have me redo. This discourages us and makes us think we are not capable. (ACAD34)¹²

The teacher must have more than the technical skills to guide his academics, he needs to have the sensitivity to deal with the emotions of the pupils, because the TCC is the first great challenge of the academic. It takes much more than enjoying the title requires an academic, technical and emotional capacity (GUEDES, 2014).

The relationship between the counselor and the academic should be collaborative, as the two are developing the TCC. What we can see is that instead of being a partner, one who is contributing to the growth of the student as a researcher, is only criticizing, to point out mistakes without directing them to the best path. These attitudes can generate frustration for the research and can be crucial in continuing education of the student, even losing interest in a post-graduation.

Final considerations

¹² Quando vou fazer o TCC, sempre sinto muita ansiedade e medo de não está fazendo o trabalho corretamente ou de não dar tempo de terminar no prazo. Nos encontros com a professora sinto muita ansiedade. (ACAD09)
Sim, as orientações, comunicação com alguns professores pois são incompreensíveis. (ACAD21)
O encontro com a orientadora vivo fugindo dela, ela é ótima mais fico insegurança, não tenho mais sono. (ACAD33)
Desenvolver uma parte do TCC e o orientador riscar e mandar refazer. Isso desanima e faz-nos pensar que não somos capazes. (ACAD34)

The research consisted of analyzing how the challenges of the last period of the Pedagogy course influence the students' mental health. According to the students' responses to the questionnaire it is evident that the assignments and obligations require of them a high emotional control.

Reconciling work, personal relationships, academic activities, completion of course work and post-university expectations can be a trigger for anxiety, stress, phobias, among other mental illnesses. The analysis carried out leads us to understand that psychic suffering is quite common among concluding students because, at this academic stage, different emotions and feelings distract them from reality, deprive them of success and a good academic performance. The mixture of happiness, anxieties, sadness, anguish and relief are essential factors in the quality of life and influencers in the health-disease process.

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