



## CLINICAL EVALUATION IN THE ACADEMIC PRACTICE OF NURSES: PLEAS TO THE NURSING CARE

### AVALIAÇÃO CLÍNICA NA PRÁTICA ACADÊMICA DO ENFERMEIRO: FUNDAMENTOS PARA O CUIDADO DE ENFERMAGEM

### EVALUACIÓN CLÍNICA EN LA PRÁCTICA ACADÉMICA DE LAS ENFERMERAS: DECLINATORIA DE LA ATENCIÓN DE ENFERMERÍA

Josefine Busanello<sup>1</sup>, Deisy Mello de Pinto<sup>2</sup>, Olmir Cassiano Silva Chaves<sup>3</sup>, Estela dos Santos Schons<sup>4</sup>, Danieli Tonin<sup>5</sup>, Jéssica Munhoz Freire<sup>6</sup>

#### ABSTRACT

**Objective:** to report the experience of an educational project developed in the Nursing Course at the Federal University of Pampa/UNIPAMPA. **Method:** descriptive study of type experience report, about the activities from the teaching project << Clinical Evaluation in Academic Practice of the Nurse: Foundations for Nursing Care >> developed in the Nursing Course at the Federal University of Pampa (UNIPAMPA), since 2012. **Results:** it is the operationalization of the teaching project, perspectives related to the nursing laboratory and methodologies of teaching and learning, for approach of clinical practice and nursing care. **Conclusion:** the presented aspects can contribute to new initiatives in the implementation of curricular and extracurricular activities, occupying laboratories as significant spaces for the teaching and learning of clinical practice and nursing care. **Descriptors:** Nursing; Nursing Care; Research in Nursing Education.

#### RESUMO

**Objetivo:** relatar a experiência de um projeto de ensino desenvolvido no Curso de Enfermagem da Universidade Federal do Pampa/UNIPAMPA. **Método:** estudo descritivo, do tipo relato de experiência, acerca das atividades desenvolvidas a partir do projeto de ensino << Avaliação Clínica na Prática Acadêmica do Enfermeiro: Fundamentos para o Cuidado de Enfermagem >>, desenvolvido no Curso de Enfermagem da Universidade Federal do Pampa (UNIPAMPA), desde 2012. **Resultados:** é a operacionalização do projeto de ensino, perspectivas relacionadas ao laboratório de Enfermagem, e metodologias de ensino e aprendizado, para o enfoque da prática clínica e dos cuidados de Enfermagem. **Conclusão:** os aspectos apresentados podem contribuir para novas iniciativas na implementação de atividades curriculares e extracurriculares ocupando os laboratórios como espaços significativos para o processo de ensino e aprendizado da prática clínica e do cuidado de Enfermagem. **Descritores:** Enfermagem; Cuidados de Enfermagem; Pesquisa em Educação de Enfermagem.

#### RESUMEN

**Objetivo:** presentar la experiencia de un proyecto educativo desarrollado en el curso de enfermería de la Universidad Federal del Pampa/UNIPAMPA. **Método:** relato de experiencia del tipo de estudio descriptivo acerca de las actividades de proyecto de enseñanza << Evaluación Clínica de la Práctica Académica de Enfermería: Fundamentos de Cuidados de Enfermería >> desarrollados en el Curso de Enfermería de la Universidad Federal del Pampa (UNIPAMPA), desde 2012. **Resultados:** esta es la puesta en marcha del proyecto de enseñanza, las perspectivas acerca del laboratorio de enfermería y las metodologías de enseñanza y aprendizaje para el enfoque de la práctica clínica y de cuidados de enfermería. **Conclusión:** los aspectos presentados pueden contribuir a nuevas iniciativas en la ejecución de las actividades curriculares y extracurriculares que ocupan los laboratorios como espacios significativos para la enseñanza y el aprendizaje de la práctica clínica y de cuidados de enfermería. **Descritores:** Enfermería; Los Cuidados de Enfermería; Investigación en la Enseñanza de Enfermería.

<sup>1</sup>Nurse, Professor of Nursing, Nursing Course of the Federal University of Pampa, Uruguaiiana (RS), Brazil. Email: [josefinebusanello@unipampa.edu.br](mailto:josefinebusanello@unipampa.edu.br); <sup>2</sup>Student, Nursing Graduation, Federal University of Pampa/UNIPAMPA. Uruguaiiana (RS), Brasil. Email: [deisymellopinto@hotmail.com](mailto:deisymellopinto@hotmail.com); <sup>3</sup>Student, Nursing Graduation, Federal University of Pampa/UNIPAMPA. Uruguaiiana (RS), Brasil. Email: [olmircassiano@hotmail.com](mailto:olmircassiano@hotmail.com); <sup>4</sup>Student, Nursing Graduation, Federal University of Pampa/UNIPAMPA. Uruguaiiana (RS), Brasil. Email: [estelasschons@hotmail.com](mailto:estelasschons@hotmail.com); <sup>5</sup>Student, Nursing Graduation, Federal University of Pampa/UNIPAMPA. Uruguaiiana (RS), Brazil. Email: [danielitonin@yahoo.com.br](mailto:danielitonin@yahoo.com.br); <sup>6</sup>Student, Nursing Graduation, Federal University of Pampa/UNIPAMPA. Uruguaiiana (RS), Brazil. Email: [jessica-freiri@hotmail.com](mailto:jessica-freiri@hotmail.com)

## INTRODUCTION

In the international scientific context, Nursing remains a science under construction. This configuration intended for Nursing does not depreciate its essence as a social practice, turned specifically to the human experience of health and disease. As a discipline and a science, Nursing research consolidates a field of an own specific knowledge, using knowledge from other sciences considered as the basis of Nursing.<sup>1</sup>

The construction of Nursing knowledge itself, always, explicitly or implicitly, focused on the clinical evaluation. In the first phase of the development of nursing knowledge, the focus of Nursing focused on "What to do?" In the second phase, trying to conquer the technical field, Nursing sought to define "How to do?" In the third phase, nursing tried to justify its actions. Therefore, based on scientific principles and investigated "Why do?" Currently, it is dedicated to scientific research in an attempt to construct an answer to the question "What is the proper knowledge of Nursing?"<sup>2</sup>

So, the clinical evaluation is seen permeating the whole construction process of Nursing knowledge; at first, more limited to disease and risk factors for the development of diseases. Currently, the construction of knowledge is based on the care practice, and provides a broader perspective of the clinical evaluation. In this scenario, the concept of clinical nursing practice is associated with a design that permeates the health work processes in order to produce care in nursing, including, besides the disease, the subject in its collective context.<sup>3</sup>

In this sense, some important concepts become permeating the professional nursing practice: clinical reasoning and critical thinking. Clinical reasoning is present in all actions and care decisions of nurses: the diagnosis of health needs and disease, in choosing appropriate interventions and evaluation of results,<sup>4</sup> considering the integration of psychosocial and physiological responses that affect the complex health/disease process, and generate demands for specific human care.<sup>5</sup> Critical thinking is defined as a mental and cognitive ability required for the development of clinical reasoning. It allows nurses to identify normality and organic abnormalities and their relationship with the patient's clinical status.<sup>4</sup>

Nursing has as object work care, which is understood in the relationship between human beings, from the attention to the needs of individuals, family and community.<sup>6-7</sup> In this

sense, the meaning of nursing care approaches with definition of critical thinking and clinical reasoning, as based on empiricism, ethics and aesthetics, will achieve the integration of actions. Thus, nursing as a profession needs to be articulated between theory and practice for the construction of knowledge does not occur in a fragmented way.<sup>13</sup>

Thus, it is understood that the process of caring in nursing is designed by an interactive action between the nurse and the patient, based on scientific knowledge, technical skills, critical thinking in clinical reasoning and creativity. These skills are as key instruments for the development of clinical practice of nurses in the care process of nursing, with the main objective to meet the human needs in situations of health and disease.

Given the above, the present paper aims to report the experience of an educational project aimed at an expanded approach to clinical evaluation in academic nursing practice. This project seeks to promote the development of clinical reasoning and critical thinking of the academic, considered essential skills for teaching and learning process of the fundamentals that underlie the process of nursing care.

Clinical evaluation is one of the main actions of the nurse under the Nursing care. It serves as a practice adopted for the identification of health problems and disease, which will serve as a starting point to establish the definition of human needs, behaviors, interventions (how to do and why to do), and assessment of implemented care.

## METHOD

This is a descriptive study of type experience report about the activities from the educational project entitled Clinical Evaluation in Academic Nursing Practice: Foundations for Nursing Care developed at the Federal University of Pampa Nursing Course (UNIPAMPA), since 2012.

It is noteworthy that reflective analysis emerged from the perception of teachers and monitors involved in the project. However, the main conceptions of the proposal were supported in partial evaluations conducted by academic participants in the project, which at the end of each workshop individually reported perceptions about the activities, as well as suggestions and opinions for future activities.

Thus, the session results and discussion is presented to reflect on three important aspects of the teaching project in question:

operationalization of the education project; Nursing teaching laboratory and learning environment; and teaching different methodology for learning clinic.

## RESULTS AND DISCUSSION

### ◆ Operationalization of the educational project

The teaching project discussed in this manuscript is articulated with the curricular component in “Nursing Care to Adult Situations of Clinics and Health Chronicles”, the fourth series of the Federal University of Pampa Nursing Course. The skills needed for clinical practice in the care process in nursing are developed mainly in this curricular component, from theoretical and practical activities.

To implement this proposal, and the availability of teachers, the project participants, is also being used mode of monitoring, developed by students of the Nursing course, who has attended the curricular component. The monitoring work is in an educational support tool that aims to create opportunities to develop theoretical and practical skills, providing the improvement of all students involved.

The invitation for each workshop is conducted weekly by email, in which is presented the issue to be addressed. This mechanism allows the students to choose the workshops of interest. From this, the entries are confirmed, and academia keeps its commitment and responsibility about their participation in the project. It is noteworthy that the teaching project in question is registered with the Dean of Graduate UNIPAMPA, which guarantees to all participants, certified accounting weekly participation in the workshops.

The project proposal is to provide the opportunity for nursing students to broaden and deepen the knowledge of clinical practice in extracurricular time. In this sense, the project seeks to review and redeem all propaedeutic techniques, and recognition of the signs, symptoms and characteristics that define the health condition and human disease. Thus, it is considered that the academic will have necessary skills to plan and define the nursing care focused on attention to human needs that can result in health conditions or disease, comprising an important part of the nurse training process.

The operationalization of the project includes complementary activities of graduation, addressing and complemented the theoretical and practical content in the

environment of nursing education laboratory. From the teaching plan are the issues addressed elected in workshops such as dilution and administration of medications, medical history and physical examination, assembly procedures trays, polls and venous punctures, as well as the development of clinical thinking and critical thinking, from the performed nursing process in case study exercises.

In the development of the project activities always emerge other themes, engaging content that could be more fully explored and that made or will be part of other curricular components of the matrix. These are also subjects addressed in accordance with the request of the students, so that they can get their questions answered and review procedures of clinical nursing practice.

These needs are signaled by academics, and also observed by monitors and teachers involved in the project. In this sense, it is emphasized that the project schedule is flexible as they are considered the difficulties of participating academics identified through the activities.

The operationalization of the project includes activities in the form of weekly workshops, divided into two parts. At first the activities are developed collectively, in order to introduce and rescue basic knowledge into clinical practice, such as anatomy, physiology, pathophysiology and symptomatology. The main aspect considered in this workshop stage is exposure and content review in a different way the environment in which the curriculum components are developed.

In the second phase of the workshops, the students are divided into smaller groups of five to seven members, being carried out practical activities with the materials, equipment and mannequins available in the laboratory. It is noticed that there is more interaction and interest at that time, in which the students groups are composed of fewer members, allowing for more individualized attention.

The use of mannequins brings the academic closer to reality environment because simulates the size, weight and often a person's mobility. The mannequins of human simulation are classified into three categories according to their technological possibilities: low fidelity - static simulators or body parts such as arms for intravenous punctures and pelvis to bladder catheterization; average reliability - mannequins that provide responses to stimuli by students through various physiological sounds; and high

commitment - those with emission of sounds and noises.<sup>9</sup>

Moreover, this proposal reinforces the importance and value of the use of nursing teaching laboratory and other university settings available for the teaching and learning process, in extracurricular activities, complementing the curricular practices.

#### ♦ **Laboratory of nursing education as learning environment**

The Nursing Laboratory is a teaching and learning environment that can provide students the first contact with practical activities, demystifying the fear, anxiety and insecurity in relation to actions involving clinical practice and nursing care. This prior contact of the student with a realistic healthcare environment favors the development of psychomotor skills needed for nursing education.<sup>8</sup>

However, it is observed that there is a paucity of studies addressing the possibilities to use and explore the teaching laboratory as a complementary resource to the curricular activities of higher education in Nursing. Thus, this study aims to show the importance of the environment to improve theoretical and practical knowledge in the field of nursing, revealing suggestions for improving the operation and use of teaching laboratories, for organizing this environment, and teaching methodologies and learning used for the focus of clinical practice and nursing care.

First, it is essential that the educational laboratory environment is organized to enable the development of different activities on the environment of a classroom. Therefore, it is necessary to organize this environment so that, aesthetically, it comes close to the care reality of the various contexts of primary and hospital care. Regarding this aspect, it is observed that the students appear more sensitized and infected with the environment, allowing the involvement and the awakening of interest in the practical activities in the laboratory.

The nursing laboratory must be prepared to simulate the most of the care areas, such as a clinic or a hospital bed. For example, an activity focused on nursing care in venous puncture, in which the academic would use only a mannequin of a top member, and would perform the procedure on a bench. In contrast, the situation would be in that same academic used a full and willing mannequin in a bed to perform this procedure.

Considering these situations, a realistic environment can be a differentiator for the learning process, as it allows the scholar to

understand all the dimensions that may involve the care related to venipuncture technique, such as: communication, the space, the provision of materials, the body posture, and the position of the patient, among others. In this sense, the laboratory can become an environment in which students can experience similar situations in clinical practice, overcoming the fears and insecurities that accompany the first practical activities.

The nursing laboratory can maintain characteristics of a dynamic and innovative environment, enabling the development of different activities on the environment of a classroom. These activities represent an important learning experience for the monitor, given the great opportunity to meet and experience more intensely the dynamics of the process of teaching and learning in the light of teaching, characterized by a mutual process of exchange of knowledge.<sup>12</sup>

#### **Differentiated teaching methodology for learning of the clinic**

In the teaching project in question is prioritized a different teaching methodology for learning clinical practice on the basis of nursing care, it should be possible situations that are favorable to students, encouraging them in their professional practice, linking with ethical knowledge, technical, legal and scientific profession.<sup>14</sup> Therefore, it is considered especially the need to introduce the academic in realistic environment, prior to its insertion in practical activities in care environments and primary care.

The teaching laboratory environment enables a primary step that involves functional acknowledgment from the equipment and materials handling. Thus, it is possible to approach and procedures to be repeated over a period of different time, so that the academic develop not only the expertise, but also understand the clinical perspective that includes the nursing care.

However, it is emphasized that the approaches to teaching and learning technical procedures cannot be restricted to manual technique. In this sense, one can recover the previous example, of the procedures that involve the venipuncture. The aspects that permeate the use of burette for medication administration consist of a pre-implementation, which involves clinical evaluation of the patient / client, drug purpose, meticulous observation of medication prescription, check the venous access, and preparation of the solution to be administered. Later, performs with the strict control of dripping, the possible



complications, evaluation of tissue infiltration, contamination of side effects and pyrogenic reactions. Thus, it is guaranteed the nursing care a larger view.

Moreover, it is observed that the workshops become a time when the students feel free to question and manipulate objects. It is a teaching opportunity, differentiated that often in the workload of the curriculum components is not available, to the detriment of content already provided in the prospectus.

It emphasizes the commitment to choose methodologies that differentiate the activities developed in the classroom, making the laboratory a dynamic environment that allows the participation and involvement of students. For example, the blackboard, the workshops is used for theoretical review, the form of diagrams and tables, which serve to guide the activities. The media promotes the dynamism of the theoretical content through the display video and images, which is the feature that puts in motion theory.

They are also employed other methods using the virtual learning environment (Moodle) available from UNIPAMPA. Scholars have easy access to Moodle, allowing the exchange of information between teachers, students and monitors. Therefore, in this virtual environment there are available clinical situations involving the content covered in the workshops. Scholars are encouraged to resolving these situations and to complement and strengthen this process, these activities are redeemed in later meetings.

In similar projects there are used digital objects, such as the resources used for oxygen administration training to patients. The material consists of educational games; hypertext and simulation oxygen catheter insertion.<sup>10</sup> The experience of simulation software can prevent damage from student failures, contributing to appropriate assistance when it assist the patient in real situation.<sup>11</sup>

However, there is a comprehensive scientific literature about this aspect, presenting the difficulties and strategies for the use of realistic simulation in teaching techniques and nursing procedures.<sup>11</sup> Another important issue to be addressed relates to the production of academic sensitivity, so important for clinical practice, and that the virtual simulation can be impaired by the patient and the environment that are not real.<sup>8</sup>

FINAL REMARKS

This study sees the importance of bringing the academic space of nursing education laboratory, which enables the instrumentation and consolidation of knowledge necessary for clinical evaluation in academic practice, considering the identification of health problems and disease. This perspective allows this space to be developed educational strategies that approach the care reality of the various contexts of primary and hospital care.

Moreover, it was observed that the organization (realistic space) and methodologies (models, multimedia, moodle), used in the workshops of the educational project, provided the academic greater participation, interest and development of psychomotor skills.

Other aspects in the future, may be part of scientific publications about the experience of this educational project, such as the type of monitoring, with the academic-monitor perspective and other academic study participants; and an analysis, from the testimony of students, monitors, and teachers participating, about the benefits achieved, and new methodologies to qualify and optimize nursing education in the teaching laboratory.

It is noteworthy also that the proposed approach enables the development of large and complex skills that go beyond the manual techniques. In this sense, these extracurricular activities offered to students in nursing education laboratory may influence satisfaction in learning, the development of critical thinking and clinical reasoning, ensuring greater safety and skill in manual skills, reducing levels of anxiety and fear. They will be experienced in clinical practice.

Knowledge is the tool which feats the nurse by the search for autonomy, able to transform its object of work: the care with excellence. For this, the skills and competence for clinical practice need to be developed, enhanced and qualified. This perspective needs to be encouraged at graduation, so that the production of knowledge occurs in curricular activities, and be expanded in extracurricular activities, such as the example presented educational project.

REFERENCES

1. Carvalho V. Acerca de las bases teóricas, filosóficas, epistemológicas de La investigación científica - El caso de La enfermería. Rev Latino-Am Enfermagem

[Internet]. 2003 Nov/Dec;11(6):807-15. Available from: <http://www.scielo.br/pdf/rlae/v11n6/v11n6a16.pdf> doi: <http://dx.doi.org/10.1590/S0104-11692003000600016>

2. Gomes VLO, Backes VMS, Padilha MICS, Vaz MRC. Evolução do conhecimento científico na enfermagem: do cuidado popular à construção de teorias. Invest Educ Enferm on line [Internet]. 2007 July/Dec [cited 2014 Oct 06];25(2):108-15. Available from: <http://www.scielo.org.co/pdf/iee/v25n2/v25n2a10.pdf>

3. Junges JR, Selli L, Soares NA, Fernandes RBP, Schreck M. Work processes in the Family Health

Program: crossings and transverses. Rev Esc Enferm USP on line [Internet]. 2009 Dec [cited 2014 Oct 06];43(4):937-44. Available from: [http://www.scielo.br/pdf/reeusp/v43n4/en\\_a28v43n4.pdf](http://www.scielo.br/pdf/reeusp/v43n4/en_a28v43n4.pdf) doi:

<http://dx.doi.org/10.1590/S0080-62342009000400028>

4. Tanner CA. Thinking like a nurse: a research-based model of clinical judgment in nursing. J Nurs Educ on line [Internet]. 2006 June [cited 2014 Oct 06];45(6):204-11. Available from: [http://www.mccc.edu/nursing/documents/Thinking\\_Like\\_A\\_Nurse\\_Tanner.pdf](http://www.mccc.edu/nursing/documents/Thinking_Like_A_Nurse_Tanner.pdf)

5. Cerullo JASB, Cruz DALM. Clinical Reasoning and Critical Thinking. Rev Latino-Am Enf on line [Internet]. 2010 Jan/Feb [cited 2014 Oct 06];18(1):[06 screens]. Available from:

<http://www.scielo.br/pdf/rlae/v18n1/19.pdf> doi: <http://dx.doi.org/10.1590/S0104-11692010000100019>

6. Vale EG, Pagliuca LMF. Construção de um conceito de cuidado de enfermagem: contribuição para o ensino de graduação. Rev Bras Enferm on line [Internet]. 2011 Jan/Feb [cited 2014 Oct 06];64 (1): 106-13. Available from:

<http://www.scielo.br/pdf/reben/v64n1/v64n1a16.pdf> doi: <http://dx.doi.org/10.1590/S0034-71672011000100016>

7. Corbani NMS, Brêtas ACP, Matheus MCC. Humanização do cuidado de enfermagem: o que é isso? Rev Bras Enferm on line [Internet]. 2009 May/Jun [cited 2014 Oct 06];62 (3): 349-54. Available from:

<http://www.scielo.br/pdf/reben/v62n3/03.pdf> doi: <http://dx.doi.org/10.1590/S0034-71672009000300003>

8. Gomes CO, Germano RM. Processo ensino/aprendizagem no laboratório de

enfermagem: visão de estudantes. Rev Gaúcha Enferm on line [Internet]. 2007 Oct/Mar [cited 2014 Oct 06]; 28(3):401-8. Available from: <http://seer.ufrgs.br/index.php/RevistaGauchaEnfermagem/article/view/4693/2598>

9. Silveira RCP, Robazzi MLC. Modelos e inovações em laboratórios de ensino em enfermagem. R. Enferm. Cent. O. Min. on line [Internet]. 2011 Oct/Dec [cited 2014 Oct 06];1(4):592-602. Available from: <http://www.seer.ufsj.edu.br/index.php/recom/article/view/138/247>

10. Schatkoski AM, Catalan VM, Silva APSS, Alves RHK, Pedro ENR, Cogo ALP. Hipertexto, jogo educativo e simulação sobre oxigenoterapia: avaliando sua utilização junto a acadêmicos de enfermagem. Online Braz J Nurs [Internet]. 2007 [cited 2014 Oct 06]; 6[about 7 screens]. Available from: <http://www.uff.br/objnursing/index.php/nursing/article/view/636/149>

11. Teixeira INDO, Felix JVC. Simulação como estratégia de ensino em enfermagem: revisão de literatura. Interface - Comunic Saúde Educ on line [Internet]. 2011 Oct/Dec [cited 2014 Oct 06];15 (39):1173-83. Available from: <http://www.scielo.br/pdf/icse/v15n39/aop3011.pdf> doi:

<http://dx.doi.org/10.1590/S1414-32832011005000032>

12. Carvalho IS, Neto AVL, Segundo FCF, Carvalho GRP, Nunes VMA. Monitoria em semiologia e semiotécnica para a enfermagem: um relato de experiência. Rev Enferm UFSM on line [Internet]. 2012 May/Ago [cited 2014 Oct 06];2(2):464-71. Available from: <http://cascavel.ufsm.br/revistas/ojs-2.2.2/index.php/reufsm/article/view/3212/3775>

13. Anjos KF, Santos VC, Almeida OC, Boery RNSO, Boery EM. Percepção De Formandos de Enfermagem Sobre Metodologias e Estratégias de Ensino-Aprendizagem. J Nurs UFPE on line [Internet]. 2013 June/Aug [cited 2014 Oct 06];7(8):5120-8. Available from:

[http://www.revista.ufpe.br/revistaenfermagem/index.php/revista/article/view/4549/pdf\\_3163](http://www.revista.ufpe.br/revistaenfermagem/index.php/revista/article/view/4549/pdf_3163) doi: [10.5205/reuol.3452-28790-4-ED.0708201307](http://dx.doi.org/10.5205/reuol.3452-28790-4-ED.0708201307)

14. Ferreira EB, Prado C, Heimann C, Oliveira GKS. Pensamento, Reflexão, e Ação na Construção do Conhecimento de Enfermagem. J Nurs UFPE on line [Internet]. 2013 Dec [cited 2014 Oct 06];7(12):6895-900. Available from: [http://www.revista.ufpe.br/revistaenfermagem/index.php/revista/article/view/5019/pdf\\_416](http://www.revista.ufpe.br/revistaenfermagem/index.php/revista/article/view/5019/pdf_416) doi: [10.5205/reuol.2950-23586-1-ED.0712201323](http://dx.doi.org/10.5205/reuol.2950-23586-1-ED.0712201323)

Busanello J, Pinto DM de, Chaves OCS et al.

Clinical evaluation in the academic...

Submission: 2015/10/09  
Accepted: 2016/04/18  
Publishing: 2016/06/01

**Corresponding Address**

Josefine Busanello  
Rua Dr. Maia, 1921  
CEP: 97501-768-Uruguaiana (RS), Brasil