

Art therapy experiences with university students in the post-pandemic period

Experiências de Arteterapia com universitários no pós-pandemia

Experiencias de Arteterapia con estudiantes universitarios postpandemia

Ana Cláudia Afonso Valladares-Torres¹, Larissa Silva de Amorim²

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REVISIA

1. University of Brasilia, Nursing Course, Faculty of Health Science and Technologies. Brasilia, DF, Brazil. <https://orcid.org/0000-0001-5819-6120>

2. University of Brasilia, Nursing Course, Faculty of Health Science and Technologies. Brasilia, DF, Brazil. <https://orcid.org/0009-0001-2543-5356>

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RESUMO

Objetivo: Narrar uma sequência de experiências de Arteterapia desenvolvidas jovens universitários da área da Enfermagem e refletir sobre elas. **Método:** Trata-se de um relato de experiência de abordagem descritivo-reflexiva, construído a partir das vivências com 50 jovens universitários. **Resultados:** Os seis encontros de Arteterapia foram estruturados da seguinte forma: (1) Apresentar a si mesmo; (2) Assistir a um vídeo e refletir sobre ele; (3) Criar um antídoto ao sentimento negativo; (4) Elaborar a “linha da vida”; (5) Preencher questionário semiestruturado; (6) Relaxamento, imaginação, leveza da alma. **Conclusões:** O projeto proposto de intervenção em Arteterapia, por fim, pode provocar impactos sobre o ensino de Enfermagem e os alunos envolvidos, tanto no âmbito da formação quanto do autoconhecimento, interseccionando a linha tênue que envolve o ensino e a saúde mental.

Descritores: Arteterapia; Saúde Mental; Jovens Universitários; Covid-19; Cuidado em Saúde.

ABSTRACT

Objective: To narrate a sequence of art therapy experiences developed by young nursing undergraduates and to reflect on them. **Method:** This is an experience report with a descriptive-reflective approach, constructed from the experiences of 50 young university students. **Results:** The six art therapy meetings were structured as follows: (1) Introduce oneself; (2) Watch a video and reflect on it; (3) Create an antidote to negative feelings; (4) Develop the “lifeline”; (5) Complete a semi-structured questionnaire; (6) Relaxation, imagination, lightness of the soul. **Conclusions:** The proposed art therapy intervention project can ultimately have an impact on nursing education and the students involved, both in terms of training and self-knowledge, intersecting the fine line that involves education and mental health.

Descriptors: Art Therapy; Mental Health; Young University Students; Covid-19; Health Care.

RESUMEN

Objetivo: Narrar una secuencia de experiencias de Arteterapia desarrolladas por jóvenes universitarios en el campo de Enfermería y reflexionar sobre ellas. **Método:** Se trata de un relato de experiencia con enfoque descriptivo-reflexivo, construído a partir de vivencias de 50 jóvenes estudiantes universitarios. **Resultados:** Las seis reuniones de Arteterapia se estructuraron de la siguiente manera: (1) Preséntate; (2) Ver un vídeo y reflexionar sobre él; (3) Crear un antídoto contra los sentimientos negativos; (4) Desarrollar la “línea de vida”; (5) Complete un cuestionario semiestructurado; (6) Relajación, imaginación, ligereza del alma. **Conclusiones:** El proyecto de intervención propuesto en Arteterapia, finalmente, puede tener impactos en la enseñanza de Enfermería y en los estudiantes involucrados, tanto en términos de formación como de autoconocimiento, cruzando la delgada línea que involucra docencia y salud mental.

Descritores: Arteterapia; Salud mental; Jóvenes Universitarios; Covid-19; Cuidado de la salud.

Introduction

In the current situation, the way in which university students face psychosocial and emotional challenges has become a crucial area of research in mental health. This focus highlights the importance of comprehensive mental health care, which aims to keep students in the academic environment without compromising their emotional stability. Research associates lower-than-expected academic performance and dropout in higher education with students' difficulties in adapting to several factors, which can be categorized into five main aspects: personal, academic, interpersonal, professional and institutional.¹

Entering university presents several personal challenges, since students are faced with an educational system significantly different from the one they were used to. This period requires adaptations and planning to meet expectations in the personal, academic, professional, and social spheres. Studies indicate that it is crucial to implement public policies focused on the academic environment, to prevent dropout from courses, especially due to financial problems. The aim is to reduce risk factors and strengthen the protection of the mental health of university students².

Anxiety among nursing students is a common mental disorder, which manifests itself mainly through symptoms such as insomnia, fatigue, irritability, forgetfulness and difficulty concentrating. These mental disorders are frequent among university students, in part due to the prolonged phase they are experiencing. The pressure and confusion associated with this phase can result in demotivation, difficulty concentrating, poor academic performance, failures, and even dropout. Academic experiences are directly related to students' adaptation to university life and the study routine, which influences their well-being³.

The Covid-19 pandemic, caused by the SARS-CoV-2 coronavirus, has spread rapidly and caused a global public health crisis. To control the spread of the virus, several countries have implemented measures such as lockdowns, travel restrictions, and social distancing, which have had profound and varied effects on various sectors of society. The pandemic has had significant repercussions in several areas, not only in the biomedical and epidemiological sciences, but also in social, economic, political, and cultural aspects. The closure of educational institutions has resulted in important consequences⁵.

Isolation significantly impacted Education, as many students not only faced the usual challenges of academic life, but also dealt with high levels of anxiety and panic. Among the main difficulties were the postponement of assignments and seminars, delays in graduation and the need to adapt to new forms of remote teaching. To help restore personal balance and improve mental well-being, which may have been impaired by these emotional losses, especially as a result of the Covid-19 pandemic, several institutions have adopted Art Therapy. Currently, researchers have applied Art Therapy techniques to college students to examine and manage stress, anxiety, and the overall impact on academic performance^{3,5}.

In this way, Art Therapy is a therapeutic approach that uses forms of artistic expression as its main means of communication. Its central objective is to promote mental health through aesthetic creation and artistic activities. With

the isolation caused by the pandemic, the importance of art as a support tool has been amplified. Creativity has become a key aspect not only in regular professional activities, but also in areas of everyday life, such as cooking, decorating, and plant care. In many common situations, creativity has proven to be crucial for solving problems and performing tasks effectively⁷.

In this context, Art Therapy presents itself as a valuable therapeutic approach, as it promotes more effective and deeper communication, allows the expression of emotions that are often difficult to verbalize. In addition, it provides students with safe care environments the chance to address unresolved conflicts, improve self-esteem, and gain new perspectives on their personal experiences, all within a creative and supportive space¹.

Studies of practical intervention in Art Therapy aimed at the university public that explores the mental health of students after the Covid-19 pandemic have shown gaps. Thus, the present research would help to remedy this shortage. The purpose of this research was to narrate a sequence of Art Therapy experiences developed by young university students in the field of Nursing and to reflect on them.

Method

This is an experience report with a descriptive-reflective approach, built from the experiences with students of the Nursing Course of a Public University in the Federal District, during Mental Health classes.

The activities were organized and conducted by an art therapist teacher with the help of six students who monitor the discipline, with the target audience being students enrolled in this discipline. The specific inclusion criteria were: (1) being aged between 18 and 35 years and (2) being enrolled in the Mental Health discipline. And the exclusion criteria were: (1) not signing the Informed Consent Form (ICF) nor/or authorizing participation in the research and (2) not developing the requirements requested during the research, such as drawing drawings, filling out a questionnaire, watching a video, among others.

In the first half of 2024, six Art Therapy interventions took place, including expressive activities such as relaxation, guided meditation, body expression, drawing, collage, active imagination, creative writing, and other expressive activities. The activities were carried out weekly, with the objective of evaluating the workshops, listening to the perceptions of the participants, discussing the particularities found and planning the intervention for the following week. In each face-to-face intervention, expressive materials were offered, such as A4 white bond paper, colored felt-tip pens, crayons, black and colored pencils, eraser, glue, string and colored cords.

During the Art Therapy interventions, the teacher-art therapist and the student monitors remained close to the students, listening to their life stories, favoring affective welcoming, qualified listening and the creation of a positive bond between the peer group and between teacher-student.

The Art Therapy interventions were comprised of warm-up activities (breathing and meditation), development (artistic activities) and closing of the process (exhibition and verbalization of the production of elaborated art). The

six Art Therapy meetings lasted approximately two hours each, in which a total of 52 students participated.

The study is linked to the project entitled: "Psychic suffering in the context of the Covid-19 pandemic" which was approved by the Research Ethics Committee of the Faculty of Health Sciences and Technologies of the University of Brasília (CEP/FEPECS), under CAAE No. 47388821.4.0000.8093. All participants authorized the research and the use of the images through the ICF, which were designated in the written expression by the letter U - university students and complemented by numbering in sequential ascending order (from U1-52).

Results

An average of 50 students per intervention participated in the Art Therapy meetings, and most were female, as in the Nursing courses in general. Ages ranged from 18 to 32 years, with a mean of 19.6 years.

The six Art Therapy meetings were structured as follows: (1) Present oneself; (2) Watch the video and reflect on it; (3) Create an antidote to negative feeling; (4) To elaborate the "life line"; (5) Fill out a semi-structured questionnaire; (6) Relaxation, imagination, lightness of soul.

Chart 1 illustrates the images produced, the themes presented, the number of participants and the activities developed from the first to the third meeting of Art Therapy.

Chart 1 - From the first to the third meeting of Art Therapy with Nursing students. Brasília, DF, 2025.


Nº	Description	Image produced	Activities
1º	<p>Presentation of oneself n=52</p> <p>Materials used: stereo, graphic materials and A4 white bond paper.</p>		<p>Warm-up - The participants did a body relaxation and deep breathing. Art therapy - through a drawing, participants were encouraged to present themselves personally, through the transformation of themselves into some object or element of nature. Each participant could bring the image created freely. Closing - The participants introduced themselves through the chosen element and said the reason for choosing the element.</p>

Figure 1 - Drawings of the personal presentation

2º **Watch and reflect on video**
n=50

Video available at:
<https://www.youtube.com/watch?v=JF46HeGnF9g>.

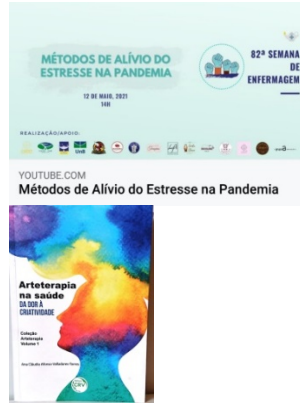


Figure 2 – Live cover and book

Warm-up – Participants watched the live "Stress Relief Methods" in which the theme addressed was Art Therapy as emotional support for crisis situations. Art therapy - Several negative emotions were presented in the video, including anxiety, worry, fear, sadness, tiredness, anger and boredom. The themes made available in the video allowed the participants to choose a more predominant feeling in their lives or in the current moment and dialogue with it.

3º **Creating an antidote to negative feeling**
n=50

Materials used:
Paper, black pencils and other materials of free creation and diversified.



Figure 3 – U15, title "Escape from reality"

Art therapy - The participants developed an expressive activity suggested or not by the video and that was able to mitigate the negative feeling. They took a photo of this experience and reported, through creative writing, this experience, as shown in the two figures of U15 and U36. Closing - Some participants shared this experience with the group of peers and workshop coordinators, and others preferred to just listen.

Chart 2 presents the images produced, the themes presented, the number of participants and the activities developed from the fourth to the sixth meeting of Art Therapy.

Chart 2 - From the fourth to the sixth meeting of Art Therapy with the university students. Brasília, DF, 2025


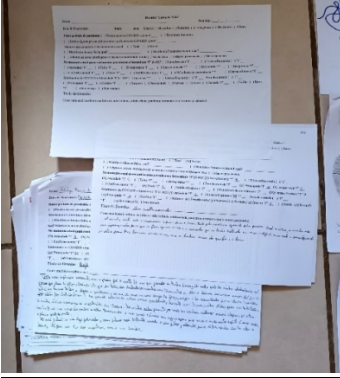

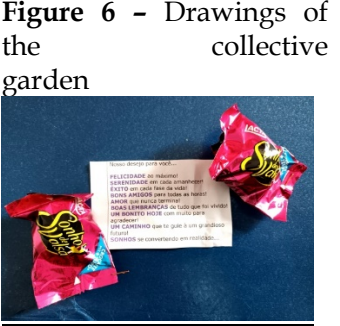
N°	Description	Image produced	Activities
4°	<p>Elaboration of the "lifeline" n=49</p> <p>Materials used: stereo, graphic materials and A4 white bond paper.</p>		<p>Warm-up - Deep breathing in four times. Art therapy - Participants were encouraged to represent the life line, cutting and pasting a line on the paper and then graphically representing their own life story, marked by three times: past (and Covid-19), present (current) and future (dreams and projections). Each participant could freely create their own story. Closing - The participants shared this experience with the group of peers and workshop coordinators.</p>
5°	<p>Completion of a quali-quantitative questionnaire n=49</p> <p>Materials used: graphic materials and semi-structured questionnaire.</p>		<p>Warm-up - Guided meditation. Art therapy - Participants filled out a semi-structured questionnaire about the feelings and emotions experienced in the past (Covid-19) and, in the current moment, and performed a creative writing about the drawing of the "Life Line". Closing - All participants shared this experience with a colleague and later presented their story to the large group of peers.</p>
6°	<p>Relaxation, imagination, lightness of soul n=50</p> <p>Materials used: stereo, graphic materials, A4 white bond paper and masking tape.</p>		<p>Warm-up - Body stretching to the sound of Bia Bedran "Desengonçada". Art therapy - The predominant feelings in the questionnaire of the previous intervention were raised, which were: tiredness/stress (96.7%); anxiety (80%), worry (73.3%), insecurity (66.7%); difficulty concentrating and loneliness and discouragement (60%). A reflection on these feelings was carried out with the objective of externalizing these feelings and it was proposed to collectively create an activity that could alleviate the predominant psychic suffering. Each participant drew a flower on paper, which together would form a collective garden to the sound of relaxing music, nature, sounds and birds. Closing - The collective garden was set up and the participants shared the experience and reflected on their feelings. Each participant received, at the end, a positive message and a chocolate.</p>
			

Figure 4 - "Lifeline" drawings

Figure 5 - Questionnaires

Figure 6 - Drawings of the collective garden

Figure 7 - Final message

Discussion

In general, the Art Therapy activities had good adherence among the group of enrolled students, who were willing to participate in the activities. Only two stopped the course at the beginning of the semester due to extracurricular work issues and one did not participate in the fourth and fifth interventions, due to illness. In the first intervention, there was a presentation of oneself and it was possible for the person to transform himself into some object or element of nature through drawing. Drawings in general can provide multiple meanings, represent identities, concepts, emotions, perceptions and information, and holistically show the relationship between these elements⁷.

Investigating the effectiveness of group drawing therapy of Chinese university students, one study showed promising effects in improving the level of positive self-perception and self-acceptance among university students studied. The authors also concluded that the study provided an innovative possibility for education professionals to help promote the personal growth of psychologically disturbed college students in mental health promotion⁸.

In this way, the drawing of the symbolic self-image provided the opportunity for each participant to reflect on their self-image and their symbolic representation and, from there, to represent their identity and bring their emotions and perceptions into it. Thus, the participants shared images of themselves with the peer group and verbalized about them, from their perspectives.

In the second and third interventions, it was possible for the participant to look at his personal crisis situation and create, through expressive activities, an antidote to the negative feeling. It is known that the mental suffering of young university students is also related to the new and challenging demands of the university context, such as greater autonomy to develop issues related to the new context and adaptation in relation to studies, transportation, food, interpersonal relationships, the demands related to the content of the disciplines and the identity crisis expected by age⁹.

Undergraduate activities are often insufficient to deal with the problems that affect the mental health of students. Thus, these Art Therapy experiences contributed, in a creative and light way, to understand, reflect and change some sufferings that permeate the subjectivity of each undergraduate nursing student. These aspects corroborate the positive experiences that occur when spaces favor the expression of feelings associated with positive support in a protected environment¹⁰.

The fourth and fifth interventions gave the participants the opportunity to tell their own life story, which could favor the resignification of their history, the creation of positive bonds among the peer group, empathy among all, going beyond simply meeting the requirements of a theoretical discipline. Creating a privileged space to narrate one's life story — with art — can enable the resignification of traumatic experiences and the production of new subjectivities, with more freedom and lightness, by expanding perceptions, rescuing self-esteem and awakening the creativity of the participating students¹¹. In this way, it differs from the current capitalist structure, in which the subject must be constantly creative and productive, aspiring to excessive consumption, individualism and competitiveness.

The variables for emotional well-being and educational success in higher education may lie in the increase in social and emotional support promoted by new friendships, motivation to learn, and associated with self-knowledge¹². And art enables the expression of aspects that transcend the structural logic of rational language, and its use in therapeutic activities can enable the projection of internal and external contents¹³.

In the sixth intervention, in which the predominant feelings in the group were raised, it was possible to perceive, from the semi-structured questionnaire, that tiredness and stress were more prevalent at the moment, as well as the presence of other negative feelings such as anxiety, worry, insecurity, difficulty concentrating, loneliness and discouragement. These aspects need to be listened to qualified, individuals need to be welcomed and have a sense of belonging and only then be re-signified in the classroom and transcribed to other contexts of life. Regarding the results found in the questionnaires on students' fatigue and stress, some authors¹⁴⁻¹⁵ brought the effectiveness of Art Therapy activities on the reduction of these symptoms.

In determining the effectiveness of Art Therapy groups in reducing academic burnout, experimental research has shown that in the average pre-test and post-test scores there was a significant change, in the decrease in the average score of 33% after receiving the service. Therefore, it could be concluded that the application of Art Therapy techniques were effective in reducing the academic exhaustion of Indonesia¹⁴. Another study aimed at the adolescent public (n=43) revealed that Art Therapy and guided meditation, with moderate and highly perceived stress scores in the questionnaires, showed statistically significant improvements between the pre-test and post-test, also indicating that the treatment was effective in reducing stress in adolescents¹⁵.

Creative Art Therapies can bring about an increase in subjective well-being in college students, characterized by heightened positive emotions, life satisfaction, and reduced negative affect. In addition, Creative Art Therapies can reduce the state of anxiety and increase awareness, promoting both internal self-awareness of feelings and thoughts and external environmental awareness. A decrease in concerns about social judgments and feelings of loneliness suggested greater self-acceptance and social connection¹⁶.

The results of this pilot project are in line with the idea that art is transformative, creates "existential spaces", and that it can promote mental health¹¹. Assim, a relação arteterapêutica favorece estabelecer laços de confiança entre docentes e discentes, com grupo de pares e consigo mesmo, assim como estabelece um diálogo que permite que as histórias de vida sejam reveladas ouvidas e acolhidas. Art Therapy is useful to treat emotional and behavioral issues, it also enriches the learning process, encourages creativity and critical thinking. In addition, the interpretation of drawings can be effective in the early identification of emotional and social problems of people in the classroom¹⁷. Art therapy can help adult learners express emotions, relieve stress, increase self-awareness, and improve social skills¹⁸.

Furthermore, diverging from hard and impersonal technologies, supported by the Cartesian paradigm that permeates the health area, especially Nursing, and its academic path, this pilot project of Art Therapy presents itself as a creative and innovative space to establish relationships and light technologies anchored in encounter, affection, qualified listening, empathy,

positive bonding, expressiveness, the development of socio-affective skills and individual subjective differences. This aspect can make the student feel accepted and welcomed, with the availability of time to listen and be heard, out of respect for their individualities.

Creative art therapies in the post-secondary setting may be especially suited to promoting academic success by developing affective awareness and leveraging group processes for institutional integration¹⁹.

Final Consideration

The experiences narrated in this study, which permeate the experience of using Art Therapy with university students of the Nursing Course, bring in themselves the power to introduce these practices during the Undergraduate Nursing Course, future health professionals. This change is in line with the idea that mental health disciplines in the university context of the Nursing Course can go beyond merely theoretical classes or those that involve only activities directed only to service users. Since most of the disciplines in nursing teaching institutions in general do not have a welfare nature, in which the mental suffering and personal life of those who provide health care are taken into account.

Finally, the proposed intervention project in Art Therapy can have an impact on nursing education and on the students involved, both in terms of education and self-knowledge, intersecting the thin line between teaching and mental health. Also, by fostering humanized health care, it opens paths for new practices, whose bet is on welcoming, self-knowledge, social integration as a path cultivated in the Undergraduate Program. Although this study has some limitations, such as reduced time and application to only one group of nursing students, these results provide a solid basis for advancement in the field of Art Therapy and mental health in academic education; thus, these actions should continue to be carried out with other health undergraduates, in addition to those in Nursing, and on an ongoing basis.

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Correspondent Author

Ana Cláudia Afonso Valladares-Torres,
University Campus - Centro Metropolitano,
Ceilândia Sul, Brasília-DF. ZIP: 72.220-275.
aclaudiaval@unb.br