

# SERIOUS GAMES

Serious Games & Emotional Competence  
in Higher Education



EVENT HOST



Universidade do Minho

PROJECT PARTNERS



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to teaching in electrical engineering.

The results obtained indicate that there is very little publication on serious games applied to the teaching of electrical engineering. This may indicate that the teaching of electrical engineering remains very traditional and therefore may be unattractive for students. This can increase the risk of academic failure and dropping out.

**Palavras chave:** Serious games, engineering education, electrical engineering, bibliographical research, dropping out

## SGECHI-33318

### **Clinical Practices - An Unoccultation Of "Everything Is Fine"**

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#### **Abstract:**

**Aim:** To know nursing students' feelings and emotional expression, during clinical practice of learning.

**Methods:** A quantitative, descriptive, study was carried, using the part I of Emotional Competence Veiga Scale (ECVS), where was introduced, the variable "feelings and emotions related to the practice context" through the words and phrases alluding to emotional components (positive and negative) in placement context. The sample of 103 nursing students, from several geographic parts of the continental country and islands, majority female (n=82; 79.6%), studying at an institution in Northern Portugal, completed the questionnaire and the data was subjected to statistical analysis using the SPSS®, allowing the profile of feelings and emotional expressions perceived.

**Results:** The majority of the sample felt fulfilled in their area of study (87.4%), that they had adequate conditions for practice/study (n=66; 64.1%) and they don't consider changing course (n=82; 79.6%). With regard to positive feelings/emotions, we find the interest (n=88; 85.4%), followed by a feeling of accomplishment (n=56; 54.4%) and joy (n=46; 44.7%) characterize the sample in clinical practice in clinical training. However, negative feelings/emotions such as fear (n=42; 40.8%), distress (n=19; 18.4%) and anguish (n=18; 17.5%) show worrying results in this sample.

**Conclusions:** The results of the study show that the majority of the sample has positive feelings/emotions, taking into account the five dimensions of EC, but the negative feelings/emotions lead to the conclusion that Emotional Education is an essential tool for developing cognitive and emotional skills to reverse these behaviors.

**Palavras chave:** Nursing Students Feelings; Emotional Expression; Clinical Practice of Learning.